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ABSTRACT

The annual Survey of State Student Assessment Programs (SSAP) summarizes what is happening in statewide assessment programs and identifies trends in assessment. The two volumes of this report contain a wealth of information about assessment in the statewide programs. Usually, each question in the survey has a corresponding data table, although in some cases there are more than one. The data include responses fom 49 states and 7 jurisdictions. Volume 1 contains sections on the SSAP instrument for 1999-2999, a summary table, a list of state assessment directors, and the first part of the data tables. Data tables in this volume relate to the program overview, special survey topics, and program components. Volume 2 contains data tables related to: (1) assessment proposed; (2) performance standards; (3) students with disabilities; (4) limited English proficient students' exemptions and accommodations; and (5) assessment results reporting. Numerous tables correspond to the survey questions. (SLD)

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Annual Survey of State Student Assessment Programs, Fall 2001. Data Volumes I and II. Data on 1999-2000 Statewide Student Assessment Programs.

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STATE
STUDENT
ASSESSMENT
PROGRAMS
ANNUAL
SURVEY

State Student Assessment Programs

annual survey

fall 2001

Data Volume I

Data on 1999-2000 Statewide Student Assessment Programs

COUNCIL OF CHIEF STATE SCHOOL OFFICERS

STATE
STUDENT
ASSESSMENT
PROGRAMS
ANNUAL
SURVEY

The Council of Chief State School Officers (CCSSO) is a nationwide, nonprofit organization composed of the public officials who head departments of elementary and secondary education in states, the District of Columbia, the Department of Defense Education Activity, and five extra-state jurisdictions. CCSSO seeks its members' consensus on major education issues and expresses their views to civic and professional organizations, to federal agencies, to Congress, and to the public. Through its structure of standing committees and special task forces, the Council responds to a broad range of concerns about education and provides leadership on major education issues.

Because the Council represents each state's chief education administrator, it has access to the educational and governmental establishment in each state and to the national influence that accompanies this unique position. CCSSO forms coalitions with many other education organizations and is able to provide leadership for a variety of policy concerns that affect elementary and secondary education. Thus, CCSSO members are able to act cooperatively on matters vital to the education of America's young people.

The State Education Assessment Center is a permanent, central part of the Council of Chief State School Officers. The Center was established through a resolution by the membership of CCSSO in 1984.

Preparation of this report was supported in part by the National Center for Education Statistics of the U.S. Department of Education. The views and opinions expressed in this report are not necessarily those of the Council of Chief State School Officers or the U.S. Department of Education.

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STATE
STUDENT
ASSESSMENT
PROGRAMS
ANNUAL
SURVEY

State Student Assessment Programs

annual survey

Data Volume I

Data on 1999-2000 Statewide Student Assessment Programs

fall 2001

COUNCIL OF CHIEF STATE SCHOOL OFFICERS

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◆

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◆

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◆

And most importantly, to each of the State Assessment Directors and their staff for their crucial work and dedication in completing the survey, reviewing and editing their state's data, and supporting this important data collection effort.

We are extremely thankful to everyone who helped us in the many steps along the way of completing the 2000 Annual Survey of State Student Assessment Programs.

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Order Form

PREFACE

This year marks the ninth edition of the *Annual Survey of State Student Assessment Programs* and the fourth year that the Council of Chief State School Officers (CCSSO) has conducted the annual survey on its own. In previous years, CCSSO partnered with the North Central Regional Educational Laboratory to produce the State Student Assessment Programs (SSAP) database. The current survey was funded in the past by the National Center for Education Statistics, and produced with the cooperation of state education agencies. The SSAP Survey, first administered in 1977 by the Association of State Assessment Programs, remains the single best source for information about statewide student assessment programs.

The survey summarizes what is occurring in statewide assessment programs, and provides information on trends in state assessment activities. The 2000 survey was reviewed and revised by the Assessment Subcommittee of the Education Information Advisory Committee (EIAC) and the Association of State Assessment Programs (ASAP). The survey was mailed to the states in March 2001, and states were asked to describe the assessment program(s) they operated during the 1999-2000 school year. Surveys were received from March through August 2001. CCSSO staff processed the survey information, and after completing data entry and initial editing, the data were returned to the states for a quality control and verification step, with each state assessment director receiving a copy of his or her state's information for review. Revisions or updates were sent to CCSSO and changes were made to the database.

In the Data Volumes, most commonly, each question in the survey produced one data table, sometimes more. Some questions generated simple numeric categorical responses, while others were open-ended and sometimes generated very extensive text. Still other questions required textual explanation of simpler classifications. Searching for specific information in this kind of structure can be difficult. We strongly urge the user to begin by studying the survey form included, beginning on page one. When it is appropriate, this document provides bottom marginal entries that may contain frequency, count, or average data, as appropriate.

Two staff members at CCSSO are responsible for the 2000 SSAP survey. John Olson is serving as Director of Assessments in the State Education Assessment Center and directs the SSAP project. Ida Jones is serving as Project Associate in the Center, and is responsible for the conduct of the survey, data entry, and summarization of the results. In addition to these staff, Linda Bond of CTB/McGraw Hill continued in her role of providing invaluable guidance to the review and summarization of the data. The three worked as a team to produce the reports.

The *Data from the Annual Survey of State Student Assessment Programs, 1999-2000,* Volumes I and II, plus the prior eight years of data, provide a rich lode of information on the status of, and trends in, state assessment policy and practice. The data contained in these documents include responses from 49 states and 7 jurisdictions that responded to the survey. Unfortunately, despite frequent requests, Florida declined to participate, so that throughout these volumes their information is missing. The data are also available in electronic form, on either diskette or CD ROM. A companion document, *State Student Assessment Programs Annual Survey: An Executive Summary, 1999-2000 Data* (Fall 2001), is also available from CCSSO, and presents the reader with a short overview of statewide assessment programs. An order form is attached to this document. Selected information from the database and these documents is also available at CCSSO's web site (http://www.ccsso.org).

Please feel free to contact CCSSO if you have any questions about the survey, this document, state assessment programs, or the SSAP database.

John F. Olson	Ida A. Jones	Linda A. Bond
Director of Assessments	Project Associate	National Assessment Consultant
CCSSO	CCSSO	CTB/McGraw Hill

Information for September 1999 to August 2000

2000 SSAP Survey

State Assessment Director	Person Completing Survey
Title	Title
Address	Address
City State Zip	City State Zip
Telephone Fax	Telephone Fax
email	email

PART 1 GENERAL PROGRAM OVERVIEW

1.1 Briefly describe the overall state assessment program as it existed in 1999-2000. Please list each assessment component that will be described in Part 3. For each component, describe: which students were assessed, what type(s) of measures were used and in which subject areas, and for what purposes/how results were used. **Please attach your state assessment handbook, or if your state does not have one, a copy of the state law which specifies how testing must be implemented.** Use an extra sheet of paper if you need more space to write your response.

Information for September 1999 to August 2000

1.2 What important changes, additions, or deletions occurred in your state's assessment program during 1999-2000? Explain each change, addition, or deletion and who initiated them. (Check "No Significant Changes" if there were none.)

☐ Governor ______

☐ State Board of Education ______

☐ Legislature ______

☐ Courts ______

☐ State Department of Education ______

☐ Other (Please Specify:) ______

☐ No Significant Changes

1.3 What assessment projects, if any, does your state have under development or plan for the next two years (September, 2000 to August, 2002)? Please describe each project briefly.

______

1.4 Does your state have a requirement that local districts or schools operate their own assessment program(s) in addition to the state assessment program?

☐ Yes ☐ No

If Yes, what information do you require local districts or school to provide (i.e. assessment or implementation plans, student score results)?

______

1.5 What kinds of materials has your state or others in your state developed for assessment program publicity, explanation, or training? Please focus on efforts that were successful, and describe the intended audience and what of materials were developed (print, video, software, etc.).

1.6 What kind of professional development did your state provide to teachers about your statewide assessment program (e.g., a series of workshops about using and reporting assessment results)? Please describe the content and presentation format. If you have not developed such professional development programs, please check "None Provided."

Content: ____________________

Format: ____________________

☐ None Provided

Information for September 1999 to August 2000

1.7 Indicate the total number of students and the number of regular education students, students with disabilities (students that have an IEP or Section 504 plan), limited-English proficient (LEP) students, and migrant students who are enrolled at the grades at which you test.

Complete this table only for the grades at which you test students. Please enter "NA" in any space for which the number of students is not currently available.

Number of Students Enrolled

Grade	Total	Regular Ed.	Special Ed.	LEP	Migrant
K					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					

1.8 Counting only permanent SEA employees assigned to your state's *assessment unit*, how many full-time equivalents (FTE's) worked on any aspect of the assessment programs described in this survey, plus any related development projects, during 1999-2000?

Professional FTE's __________

Support FTE's __________

Information for September 1999 to August 2000

1.9 Indicate the total budget for 1999-2000 assessment programs described in this survey, plus any related developmental projects. Include all internal and external costs, such as staffing, travel, contractual, and other costs in your estimate.

Item	**Expenditure**
Staffing	
Contractual	
Other (Please Specify)	

Information for September 1999 to August 2000

PART 2 SPECIAL TOPICS

Each year, special topics are selected for you to complete. These relate to all assessment components in your assessment program.

SECTION 1 NON-TRADITIONAL ASSESSMENT

2.1 Has your state developed or does it plan to develop any approaches to assessment other than single-choice multiple-choice items?

☐ Yes ☐ No, only single-choice multiple-choice items are used

If Yes, please complete the grid below. See the legend below the grid for exercise types, grades, status, and availability options. *Please check the glossary at the end for definitions of terms.*

Subject	Assessment Types	Grade	Status	Availability
Mathematics				
Reading				
Writing				
Other LA				
Science				
Social Studies				
Civics/Gov't				
Economics				
Geography				
History				
Health Education				
Physical Education				
Dance				
Music				
Theatre				
Visual Arts				
Foreign Language				
Employability Skills				
Career/Voc. Ed.				
Other (Specify:)				

Assessment Types
1=Multiple-choice, multiple correct answer
2=Multiple-choice, with student explanation
3=Short constructed response
4=Extended constructed response
5=Observation
6=Hands-on performance assess (individual or group)
7=Portfolios or learning record
8= Projects, exhibitions, or demonstrations
9= Computer-adaptive assessment
10= Gridded response
11= Examples of Student work
12=Other

Grades
P=Preschool
K=Kindergarten
1-12=Grade

Status*
1=Plan to develop
2=Funded, not started
3=Begun development
4=Completed development
5=Piloted, being refined
6=Ready for use
7=In use

Availability
1=Not available/secured
2=May be examined, but not used
3=All are available
4=Some are available
5=All available after use
6=Some available after use

*Mark the number that indicates the furthest you have gone in each subject area as of August 31, 2000.

SECTION 2 IASA TITLE I ASSESSMENT AND EVALUATION

2.2.1 What was your 1999-2000 plan for IASA Title I assessment and evaluation? What measures were used?

2.2.2 Was the 1999-2000 plan for IASA Title I assessment and evaluation your Final Assessment Plan?

☐ Yes ☐ No

If No, how does this compare to your Final Assessment Plan for IASA Title I? What specific measures do you plan to use in your Final Assessment Plan?

2.2.3 What work remains to be done to complete the Final Assessment Plan?

Information for September 1999 to August 2000

2.2.4 What is the status of your state's final Title I assessment/evaluation plans?

- ☐ Still under discussion
- ☐ Developed by staff, but not approved
- ☐ Approved by state, but not submitted to USED
- ☐ Submitted to USED
- ☐ Approved by USED

2.2.5 Briefly describe your state's definition of Adequate Yearly Progress for Title I purposes.

2.2.6 Is this the definition you plan to use with your final assessment plan?

☐ Yes ☐ No ☐ Undecided

2.2.7 What assessments, if any, do you plan to use at the primary level (grades K-3) for IASA Title I assessment and evaluation in your Final Assessment Plan?

SECTION 3 STANDARDS

2.3 At what stage of development is your state in the following academic areas with respect to content and performance standards? Please specify status and check box if academic area is linked to standards.

Status
1 = Planned
2 = In Development
3 = Completed
4 = Adopted or Approved
5 = Being Revised
6 = Not Planned at This Time

Subject Area	Content Standards	Linked to Content Standards	Performance Standards	Linked to Performance Standards
English/Language Arts		☐		☐
Reading		☐		☐
Writing		☐		☐
Mathematics		☐		☐
Science		☐		☐
Social Studies		☐		☐
Civics/Government		☐		☐
Geography		☐		☐
History		☐		☐
Arts		☐		☐
Health Education		☐		☐
Physical Education		☐		☐
Foreign Language		☐		☐
Employability Skills		☐		☐
Other (Specify:)		☐		☐

PART 3 PROGRAM COMPONENTS

In this part of the survey, we ask you questions regarding each component of your state assessment program in detail.

We request that you complete one copy of Part 3 for each component in your assessment program. Please copy this section and fill out Part 3 for each component. In this way, we are better able to understand your responses.

For purposes of this survey, a component is an assessment or set of assessments that meet one of the following two criteria:

1. A component may be an assessment or assessments that use a similar assessment *strategy,* e.g., a norm-referenced test; *or*
2. A component may be a set of assessments of different or similar types that share a common *purpose*, e.g., a mathematics and reading high school graduation test.

Generally, different subjects within a type of test or purpose do not meet these criteria and should be described within one component. You will receive the components that were described for your state last year in the typescript. Several questions within each section are new or have changed from last year, so please check to see that your answer still matches the question asked.

3.0 Name of Component ______________________________

Contact Person ______________________________

Telephone ____________________ E-Mail ____________________

Information for September 1999 to August 2000

SECTION 1 WHO IS ASSESSED, WHEN, AND HOW

3.1.1 Use one of the following tables for each subject area assessed in this component to indicate the number of students who were assessed in this component at each grade level. Then out of each total listed, specify the number of test takers who were identified as students with disabilities (students with either an IEP or Section 504 plan) or LEP students.

Please include both students who took the test under standard conditions and those who were offered testing accommodations. If the number of students with disabilities or LEP students is not known, please write 'NA' in that cell.

Example: A third grade reading test was taken by 25,000 students. Out of that number, 2500 of the test takers were exempted. 3000 disabled students took the test; 2000 were exempted. 500 LEP students took the test; 300 were exempted. 100 Migrant students took the test; 200 were exempted.

Subject Reading

Grade	Total Students Tested	Total Students Exempted	Disabled Students Tested	Disabled Students Exempted	LEP Students Tested	LEP Students Exempted	Migrant Students Tested	Migrant Students Exempted
3	25,000	2500	3000	2000	500	300	100	200

Subject ______________________________

Grade	Total Students Tested	Total Students Exempted	Disabled Students Tested	Disabled Students Exempted	LEP Students Tested	LEP Students Exempted	Migrant Students Tested	Migrant Students Exempted
K								
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
Total								

Information for September 1999 to August 2000

Subject ______________________________

Grade	Total Students Tested	Total Students Exempted	Disabled Students Tested	Disabled Students Exempted	LEP Students Tested	LEP Students Exempted	Migrant Students Tested	Migrant Students Exempted
K								
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
Total								

Subject ______________________________

Grade	Total Students Tested	Total Students Exempted	Disabled Students Tested	Disabled Students Exempted	LEP Students Tested	LEP Students Exempted	Migrant Students Tested	Migrant Students Exempted
K								
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
Total								

Information for September 1999 to August 2000

Subject ______________________________

Grade	Total Students Tested	Total Students Exempted	Disabled Students Tested	Disabled Students Exempted	LEP Students Tested	LEP Students Exempted	Migrant Students Tested	Migrant Students Exempted
K								
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
Total								

Subject ______________________________

Grade	Total Students Tested	Total Students Exempted	Disabled Students Tested	Disabled Students Exempted	LEP Students Tested	LEP Students Exempted	Migrant Students Tested	Migrant Students Exempted
K								
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
Total								

3.1.2 What percentage of the test items used in this component is **changed** each year?

____

____

3.1.3 What percentage of the test items used in this component is **released** each year?

____

____

3.1.4 In what year was the conceptual design for this assessment component most recently revised substantially? If it has not been revised substantially, please write "NA."

School Year (e.g., 1999-2000) ____________________

How was it revised? ______________________________

____

3.1.5 When were the assessments in this component administered to students and results returned to school districts?

Month(s) Administered	Month(s) Results Returned
________	________
________	________
________	________

Information for September 1999 to August 2000

3.1.6 What important changes, additions, or deletions occurred in this component during 1999-2000? Explain each change, addition, or deletion and who initiated them. (Check "No significant changes" if there were none.)

☐ Governor ____________________

☐ State Board of Education ____________________

☐ Legislature ____________________

☐ Courts ____________________

☐ State Department of Education ____________________

☐ Other (Please Specify:) ____________________

☐ No Significant Changes

3.1.7 Are there any changes that you **foresee** in the next year (September, 2000 to August, 2001) in this component? If so, who is initiating them and what are they? Mark each source of change and describe the change.

☐ Governor ____________________

☐ State Board of Education ____________________

☐ Legislature ____________________

☐ Courts ____________________(cont'd)

____

☐ State Department of Education ____________________________

____

☐ Other (Please Specify:) ______________________________

____

☐ No Significant Changes Expected

3.1.8 Is this component used to define Adequate Yearly Progress for schools or LEAs?

☐ Yes ☐ No

If Yes, is this component being used to identify schools in need of improvement for Title I purposes?

Transitional Plan	☐ Yes	☐ No	☐ Undecided
Final Plan	☐ Yes	☐ No	☐ Undecided

3.1.9 Please identify which groups of students at the designated grades were assessed in this component, the type(s) of measures used, the types of items contained in those measures, and how the assessment items were given to students.

Please complete the grid below. See the legend below the grid for the options. You may choose multiple codes for a cell if it best describes the component. Check the glossary at the end for definitions of terms.

Subject	**Student Groups**	**Test Types**	**Item Types**	**Assessment Administration**
Mathematics				
Reading				
Writing				
Other LA				
Science				
Social Studies				
Civics				
Economics				
Geography				
History				
Health Ed.				
Phys. Ed.				
Dance				
Music				
Theatre				
Visual Arts				
Foreign Lang.				
Employ. Skills				
Career/Voc. Ed.				
Computer Skills				
Other (Specify)				

Student Groups
1=All students statewide
2=Students sampled by district
3=Students sampled by school
4=Students sampled by classroom
5=Individual student sampling
6=Voluntary at district level
7=Voluntary at school level
8=Voluntary at student level

Assessment Type(s)
1=Norm-referenced test
2=Criterion-referenced test
3=Writing assessment
4=Performance assessment
5=Portfolios
6=Other

Item Type(s)
1=Multiple-choice, single correct answer
2=Multiple-choice, multiple correct answer
3=Multiple-choice, with student explanation
4=Fill in the blank or cloze
5=Short constructed response
6=Extended constructed response
7=Observation
8=Examples of student work
9=Individual hands-on performance tasks
10=Group hands-on performance tasks
11=Projects, exhibitions, or demonstrations
12=Computer administered items
13=Gridded
14=Other

Assess. Admin.
1=All students take common test
2=Multiple forms with common items (anchor)
3=Multiple forms with no common items

3.1.10 Were students allowed to use calculators during testing on any subject assessed in this component?

☐ Yes ☐ No ☐ Not Applicable

A. If Yes, which of the following best characterizes the use of calculators on the assessments used in this component?

☐ Calculators were supplied by student.

☐ Calculators were supplied by school

☐ Calculators were supplied with the test materials and were collected afterwards.

B. If Yes, what kinds of calculators were allowed?

☐ Scientific calculators

☐ Four function calculators

☐ Graphing calculators

☐ No restrictions on type of calculator allowed

C. Were there any sections of the test that students were not permitted to use the calculator?

☐ Yes ☐ No

D. Were there any items on the assessment that are "calculator-dependent" (that is, very difficult or impossible to answer without a calculator)?

☐ Yes ☐ No

3.1.11 Were any manipulatives (e.g. math tiles, protractors paper rulers) provided to students on any subjects assessed in this component?

☐ Yes ☐ No ☐ Not Applicable

If Yes, which manipulatives were provided?

____

3.1.12 Were any reference materials (e.g. reference sheets, dictionaries, word lists) provided?

☐ Yes ☐ No ☐Not Applicable

If Yes, which reference materials were provided?______________________________

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3.1.13 Was this component produced by or developed with the assistance of external contractors?

☐ Yes ☐ No

If Yes, what kind of assessments are they and what is the assessment name(s) and contractor?

☐ Off-the-shelf (Please specify) ______________________________

☐ Customized off-the-shelf (Please specify) ______________________________

☐ Built from commercial item banks (Name)______________________________

☐ Custom developed ______________________________

External Contractor ______________________________

SEA Contract Manager ______________________________

3.1.14 Was this component scored with the assistance of external contractors?

☐ Yes ☐ No

External Contractor ______________________________

3.1.15 In what way were teachers involved in the development and/or scoring of this component? Check all that apply.

☐ Teachers developed items
☐ Teachers edited items
☐ Teachers piloted item
☐ Teachers helped to select items
☐ Teachers scored items
☐ Teachers not involved

SECTION 2 ASSESSMENT PURPOSES

3.2.1 Were assessment results from this component used for **instructional** purposes?

☐ Yes ☐ No

If Yes, check each purpose and briefly describe who uses the results and how they were applied:

☐ Student diagnosis ______________________________
☐ Student placement ______________________________
☐ Individual student instructional planning ____________________
☐ Improvement of instruction for groups of students ________________
☐ Curriculum planning at the school/district level ________________
☐ Program evaluation (e.g., Title I) ________________________
☐ Identification of students at risk ________________________
☐ Professional development ___________________________
☐ Other (Please specify:) ___________________________

3.2.2 Were assessment results from this component used for **student accountability** purposes?

☐ Yes ☐ No

If Yes, check each purpose and briefly describe who uses the results and how they were applied:

☐ Student non-monetary awards/
recognition (e.g., certificates) ________________________
☐ Student financial awards or scholarships ____________________
☐ Student promotion/retention __________________________
☐ Honors high school diploma __________________________
☐ Endorsed high school diploma _________________________
☐ High school graduation (exit requirement) ____________________
☐ Certificate of mastery ____________________________
☐ Required remediation ____________________________
☐ Other (Please specify:) ___________________________

3.2.3 Were assessment results from this component used for **school accountability** purposes (affecting all people in school building)?

☐ Yes ☐ No

If Yes, check each purpose and briefly describe who uses the results and how they were applied:

☐ School non-monetary awards/
recognition (e.g., certificates) ________________________
☐ School monetary awards ___________________________
☐ Exempt school from regulations ________________________
☐ School accreditation ____________________________

- ☐ School performance reporting (e.g., school report cards) ______________
- ☐ High school skills guarantee ______________
- ☐ School improvement plans ______________
- ☐ Provide additional assistance to schools (e.g., Title I) ______________
- ☐ Provide additional financial resources to low-performing schools ______________
- ☐ Give warnings to schools ______________
- ☐ Put schools on probation/watch lists ______________
- ☐ School monetary penalties ______________
- ☐ Take over schools ______________
- ☐ Dissolve schools ______________
- ☐ Other (Please specify:) ______________

3.2.4 Were assessment results from this component used for **staff accountability** purposes (affecting individual staff)?

☐ Yes ☐ No

If Yes, check each purpose and briefly describe who uses the results and how they were applied:

- ☐ Staff non-monetary awards/ recognition (e.g., certificates) ______________
- ☐ Staff monetary awards (e.g., one-time bonuses) ______________
- ☐ Staff salary increases (i.e., merit pay) ______________
- ☐ Staff monetary penalties ______________
- ☐ Staff evaluation or certification______________
- ☐ Staff dismissal ______________
- ☐ Other (Please specify:) ______________

SECTION 3 STANDARDS

3.3.1 The relationship of this assessment to state content standards is best described as:

☐ No relationship to content standards.
☐ Addresses all content standards.
☐ Addresses a subset of content standards.
☐ Based on a separate set of standards that has been developed for this component.
☐ Other (Specify:) ____________________

3.3.2 Have student or school performance standards been set for this component?

Student	☐ Yes	☐ No
School	☐ Yes	☐ No

If Yes, what procedures did your state use to set performance standards for this component?

____

____

____

3.3.3 Are there plans to change, review, or validate the performance standards set for this assessment component?

☐ Yes ☐ No

If Yes, how do you plan to change, review, or validate the performance standards?

____

____

____

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3.3.4 What levels of student performance have been set for this assessment component? Indicate the subject(s), grade(s) names, and brief definition for each level. Please copy this page if more space is necessary.

Subject(s) ______________________

Grade(s) ______________________

Level ______________________ Description ____

Level ______________________ Description ____

Level ______________________ Description ____

Level ______________________ Description ____

Level ______________________ Description ____

Subject(s) ______________________

Grade(s) ______________________

Level ______________________ Description ____

Level ______________________ Description ____

Level ______________________ Description ____

Level ______________________ Description ____

Level ______________________ Description ____

Subject(s) ______________________

Grade(s) ______________________

Level ______________________ Description ____

Level ______________________ Description ____

Level ______________________ Description ____

Level ______________________ Description ____

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Level ____________________ Description ____________________________________

3.3.5 Circle the level of student performance above that corresponds to the lowest level of acceptable performance.

3.3.6 What levels of school performance have been set for this assessment component? Indicate the names and definitions.

Level ____________________ Description ____________________________________

Level ____________________ Description ____________________________________

Level ____________________ Description ____________________________________

Level ____________________ Description ____________________________________

Level ____________________ Description ____________________________________

3.3.7 Circle the level of school performance that corresponds to the lowest of minimum level of acceptable performance?

What percentage of schools is at or above this level? _________________________________

SECTION 4 STUDENTS WITH DISABILITIES (STUDENTS WITH AN IEP OR SECTION 504 PLAN) - EXEMPTIONS AND ACCOMMODATIONS

3.4.1 Are LEAs allowed to **exempt** students with disabilities (with an IEP or Section 504 Plan) from the assessments in this component?

☐ Yes ☐ No

A. If Yes, mark the exemption criteria and whether the criteria are state- or locally-developed:

Criteria	State	Local
Type or severity of disability	☐	☐
Time spent in special education settings or programs	☐	☐
Alignment of student's instructional goals and test content	☐	☐
Coursework completed in regular education settings	☐	☐
Special Ed. students not part of norming sample	☐	☐
Other (please specify): ______________________	☐	☐

B. If Yes, who makes the decision?

☐ IEP Committee
☐ Parents alone
☐ Other (Please specify):
____

3.4.2 Has the number of special education exemptions over the past 2-3 years:

☐ Increased
☐ Decreased
☐ Stayed the same

3.4.3 What has led to this change? Check all that apply:

☐ Parent request
☐ Educator request
☐ Public pressure
☐ Legislative or state board action
☐ Other ______________________________

3.4.4 Does the state permit LEAs to offer **accommodations** to students with disabilities (with an IEP or Section 504 Plan) on the assessments used in this component?

☐ Yes ☐ No

A. If Yes, what is the nature of the state's accommodations policies?
- ☐ Very specific
- ☐ General guidelines
- ☐ Other ______________________________

B. If Yes, what kinds of accommodations are allowed? Check all that apply.

Presentation Format
- ☐ Oral reading of questions
- ☐ Braille edition
- ☐ Use of magnifying glass
- ☐ Large-print editions
- ☐ Oral reading of directions
- ☐ Explanation of directions
- ☐ Signing of directions
- ☐ Audio taped directions or questions
- ☐ Repeating of directions
- ☐ Interpretation of directions
- ☐ Templates to reduce visual field
- ☐ Short segment testing booklets
- ☐ Other (Please specify) ___________

Response Format
- ☐ Mark responses in booklet
- ☐ Use template for recording answers
- ☐ Point to response
- ☐ Use sign language
- ☐ Use typewriter/computer/word processor
- ☐ Use of Braille writer
- ☐ Use of scribe
- ☐ Answers recorded on audiotape
- ☐ Other (Please specify): ____________

Setting
- ☐ Alone, in a study carrel
- ☐ Individual administration
- ☐ In small groups
- ☐ At home, with appropriate supervision
- ☐ In special education classes
- ☐ Separate room
- ☐ Other (Please specify): ____________

Timing/Scheduling
- ☐ Extended testing time (same day)
- ☐ More breaks
- ☐ Extending sessions over multiple days
- ☐ Altered time of day that test is administered
- ☐ Other (Please specify:) ______________

Other Accommodations
- ☐ Out-of-level testing
- ☐ Use of word lists/dictionaries
- ☐ Use of spell checkers
- ☐ Other (Please specify): ____________

3.4.5 Were **alternate assessments** (assessments that replace the regular ones) available for students with disabilities for whom the regular assessment, even with accommodations, was not appropriate?

☐ Yes ☐ No

If Yes, please describe

____

____

3.4.6 What initiatives (policy, standards, assessments, or research) are under way to develop alternate assessments for students with disabilities?

____

____

3.4.7 Were scores from **accommodated** students with disabilities (those who took the regular assessment with accommodations) reported for the assessments used in this component?

☐ Yes ☐ No

If Yes, how were those scores reported?

☐ Reported to teacher and parents only.
☐ Included in summary reports in aggregate.
☐ Included in summary reports but disaggregated.
☐ Included in summary reports in aggregate, but also disaggregated in a separate section.

3.4.8 Were scores from students with disabilities who took an **alternate** assessment reported for the assessment used in this component?

☐ Yes ☐ No ☐ No alternate assessment

If Yes, how were those scores reported?

☐ Reported to teacher and parents only.
☐ Included in summary reports in aggregate.
☐ Included in summary reports but disaggregated.
☐ Included in summary reports in aggregate, but also disaggregated in a separate section.

SECTION 5 LEP STUDENTS - EXEMPTIONS AND ACCOMMODATIONS

3.5.1 Are LEAs allowed to **exempt** LEP students from the assessments in this component?

☐ Yes ☐ No

A. If Yes, mark the exemption criteria and whether the criteria are state- or locally-developed:

Criteria	State	Local
Time in U.S.	☐	☐
Time in ESL Program	☐	☐
Time in LEA enrollment	☐	☐
Formal assessment of English proficiency	☐	☐
Informal assessment of English proficiency	☐	☐
Formal oral language proficiency	☐	☐
Informal oral language proficiency	☐	☐
Other (Please specify):	☐	☐

B. If Yes, who makes the decision?

☐ Local Committee (Specify types of members:)

☐ School or district officials (Specify:)

☐ Parents alone
☐ Other (Please specify:)

3.5.2 Were LEP students allowed **deferrals** (i.e., postponing the time when a test must be taken)?

☐ Yes ☐ No

If Yes, what was the longest time one could have been granted?
☐ Less than one year
☐ One year
☐ Two years
☐ Three years
☐ More than three years

3.5.3 Has the number of LEP exemptions over the past 2-3 years:

☐ Increased
☐ Decreased
☐ Stayed the same

3.5.4 What has led to this change? Check all that apply:

☐ Parent request
☐ Educator request
☐ Public pressure
☐ Legislative or state board action
☐ Other ______________________________

3.5.5 Does the state permit LEAs to offer **accommodations** to LEP students on the assessments used for this component?

☐ Yes ☐ No

A. If Yes, what is the nature of the state accommodations policies?
☐ Very specific
☐ General guidelines
☐ Other ______________________________

B. If Yes, what kind?

Presentation Format
☐ Explanation of directions
☐ Oral reading of questions in English
☐ Oral reading of questions in the native language
☐ Person familiar to student administers the test
☐ Translation of directions
☐ Translation of test into native language
What languages? ______________
☐ Bilingual version of test (English and native language)
☐ Other (Please specify:) ______________

Response Format
☐ Allow student to respond in native language
☐ Allow students to respond in both native language and English
☐ Other (Please specify:) ______________

Setting
☐ Alone, in study carrel
☐ Administer test in separate room
☐ With small groups
☐ Other (Please specify:) ______________

Timing/Scheduling
☐ Extended testing time (same day)
☐ More breaks
☐ Extending sessions over multiple days
☐ Other (Please specify:) ______________

Other Accommodations
☐ Out-of-level testing
☐ Use of word lists/dictionaries
☐ Use of technology
☐ Other (Please specify:) ______________

3.5.6 Were **alternate** assessments (assessments that replace the regular ones) available for LEP students for whom the regular assessment, even with accommodations, was not appropriate?

☐ Yes ☐ No

If Yes, please describe ____

____

3.5.7 What initiatives (policy, standards, assessments, or research) are under way to develop alternate assessments for LEP students?

____

____

3.5.8 Were scores from **accommodated** LEP students (those who took the regular assessments with accommodations) reported for the assessments used in this component?

☐ Yes ☐ No

If Yes, how were those scores reported?

☐ Reported to teacher and parents only.
☐ Included in summary reports in aggregate.
☐ Included in summary reports but disaggregated.
☐ Included in summary reports in aggregate, but also disaggregated in a separate section.

3.5.9 Were scores from LEP students who took **alternate** assessments reported for the assessments used in this component?

☐ Yes ☐ No

If Yes, how were those scores reported?

☐ Reported to teacher and parents only.
☐ Included in summary reports in aggregate.
☐ Included in summary reports but disaggregated.
☐ Included in summary reports in aggregate, but also disaggregated in a separate section.

SECTION 6 ASSESSMENT REPORTING

3.6.1 Were scores from this assessment reported with reference to norms?

☐ Yes ☐ No

If Yes, what norms were used to report the scores? Check all that apply.

☐ International
☐ National
☐ State
☐ Regional
☐ Local
☐ Categorical type (e.g., urban)
☐ Other (Please specify:) ____________________

3.6.2 Were the assessments reported in this component related to NAEP in any of the following ways? Check all that apply

☐ State results compared to NAEP results (e.g., the percent passing each test).
☐ State test results were statistically linked to the NAEP results.
☐ State tests were statistically linked to the NAEP scales.
☐ State tests/results were not linked to NAEP.

3.6.3 According to state policy, at which of the following levels are assessment results summarized and who receives these results? Check all that apply

	Intended Recipients of Reports				
Levels at which results are reported	**Parent**	**Teacher**	**School Building**	**School District**	**State (for reporting purposes)**
Individual Student					
Classroom Summary					
Grade Summary					
School Summary					
District Summary					
State Summary					

3.6.4 Is it state policy to report individual student results to parents in languages other than English?

☐ Yes ☐ No

If Yes, in what other languages do you report individual student results to parents?

____

3.6.5 How are the data produced by the assessments used in this component disaggregated for reporting and who receives these reports? Check all that apply.

	Intended Recipients of Reports			
Types of Disaggregation	**Parent**	**School**	**District**	**SEA**
Gender				
Race				
Free/Reduced Lunch				
Title I Eligible				
Parent Education				
Students with IEP				
LEP Status				
Migrant Status				

Glossary of Terms for Use in Completing the Annual Survey

Academic content standards See content standards.

Adequate Yearly Progress The level of satisfactory progress defined by the state for local school districts and schools for the assessment(s) used in the state's IASA Title I assessment and evaluation plan. Schools failing to meet this level of improvement are selected for state "improvement" activities.

Alternate assessment (special education or LEP) An assessment procedure that is developed for use with students with disabilities (students with an IEP or Section 504 Plan) or LEP students who cannot take part in a regular assessment, even with accommodations

Assessment frameworks See content standards

Cloze procedure A kind of assessment item that uses any of a variety of fill-in-the-blank procedures where the blank is embedded in a textual context.

Component A set of assessments that are of a similar format and/or are used for the same purpose. Part 3 of the survey describes a state's assessment program at the component level.

Computer-adaptive assessment Any assessment that requires the student to respond to the assessment items or tasks with the aid of a computer with software that selects the next problem or task based on the student's prior responses.

Constructed response Any prompt that requires the student to produce a written response. Can be short constructed response or extended written response depending on the specified length of the answer.

Content standards Statements of what students should know and be able to do in specific subjects or across several subjects. These are called different names: academic content standards, assessment frameworks, learner standards.

Criterion-referenced test An assessment on which the student's performance is compared to a standard or an objective, and the score indicates the extent to which the student achieved the standard or set of objectives.

Curriculum frameworks One mechanism for linking learner standards or content standards and state goals. These frameworks provide sufficient guidance to curriculum developers and teachers to ensure that curriculum and instruction drive towards the state goals while assuring that content standards are met.

Demonstration A complex task over time that requires the demonstration of the mastery of a variety of desired standards, each with its own performance criteria.

Exhibition A complex task over time that requires the demonstration of the mastery of a variety of desired standards, each with its own performance criteria.

Extended response See constructed response.

FTE Full-time equivalent or the equivalent number of full-time persons.

Final IASA Title I assessment plan The final plan to assess student and school performance required of the Improving America's School Act (IASA) Title I that states must submit and have in place by the 2000-2001 school year.

Gridded response item An item where a student grids in a response into a numeric grid so that the response can be machine scored.

Hands-on performance assessment (individual or group) Any assessment that requires students to perform (in a way that can be observed) an assessment task by themselves or in a group. For example, students may be asked to conduct a laboratory experiment or carry out a community service project and write up the results. The difference between a hands-on performance assessment and an extended-response prompt is that the quality of the performance of the laboratory experiment or community service project is being assessed, rather than the quality of the writing.

Interview An assessment technique where the student responds verbally to questions posed by an assessor.

LEA Local education agency or local school district

Learner standards See content standards

Multiple-choice item A test item in which students are given several choices and are asked to pick one correct response.

Multiple-choice, multiple-correct item A multiple-choice item with more than one correct response.

Multiple-choice item, with student explanation A test item in which students are given several choices and are asked to pick one correct response, followed by a constructed-response item in which students provide a rationale or explanation for the answer they chose.

Non-traditional test item Any assessment activity other than a multiple-choice from which a student selects one correct answer. These items or performances are often scored or rated using an agreed-upon set of criteria that may take the form of a scoring guide, a scoring rubric, or a comparison to benchmark papers or performances.

Norm-referenced test A test on which a student's score is compared to the performance of a norm group, and the score indicates the proportion of students in the norm group that the student out-scored.

Performance assessment Any assessment item in which students produce an answer, rather than select one.

Performance standards A set of statements about how well students need to be able to perform on a set of content standards and/or assessment in order to meet pre-defined specified levels of expected performance.

Portfolio An accumulation of a student's work over time that demonstrates the student's best performance, typical performance, and/or growth in performance.

Project A complex task over time that requires the demonstration of the mastery of a variety of desired standards, each with its own performance criteria.

SEA State education agency

Short answer See constructed response.

State goals Statements that specify desired or valued expectations for students, schools, or school systems. They do not say what students should know or what schools should do. They do detail the end-points of the educational enterprise. An example would be: All people of this state will be literate, lifelong learners who are knowledgeable about the rights and responsibilities of citizenship and able to contribute to the social and economic well-being of our diverse, global society.

Student expectations Statements that specify what students should know or be able to do. When set by states, these statements tend to be general and less concrete.

Transitional Title I Assessment Plan The IASA Title I assessment and evaluation plan that states may use between 1995-96 and 2000-2001 (or earlier) school years to assess the impact of IASA Title I programs on students on an interim basis prior to completion of their final assessment and evaluation plan.

Symbols in each cell indicate at least one component where

A All students are tested
V Inclusion is voluntary for students, schools, or districts
S Students are sampled
Y Purpose is checked for at least one component

States	Number of Components	GRADE K	1	2	3	4	5	6	7	8	9	10	11	12	SUBJECT Other Language Arts	Reading	Writing	Mathematics	Science	Social Studies	Career Voc. Ed.
AK	2	-	-	-	A	A	-	A	A	A	-	A	-	-	A	A	-	A	-	-	-
AL	6	A	A	A	A	A	A	A	A	A	A	A	A	-	A	A	A	A	A	A	-
AR	2	-	-	-	-	A	A	-	A	A	-	A	-	-	A	A	A	A	A	A	-
AS	1	-	-	-	-	A	-	-	A	A	-	A	-	A	A	A	-	A	A	A	-
AZ	2	-	-	A	A	A	A	A	A	A	A	A	A	-	A	A	-	A	-	-	-
CA	6	-	-	A	A	A	A	A	A,V	A,V	A,V	A,V	A,V	A,V	A	A,V	A,V	A,V	A,V	A,V	V
CO	1	-	-	-	A	A	A	-	A	A	-	-	-	-	-	A	A	A	A	-	-
CT	2	-	-	-	-	A	-	A	-	A	-	A	-	-	A	A	A	A	A	-	-
DC	1	-	A	A	A	A	A	A	A	A	A	A	A	-	-	A	S	A	-	-	-
DoDEA	1	-	-	-	A	A	A	A	A	A	A	A	A	-	A	A	-	A	A	A	-
DE	7	-	-	-	A	-	A	-	-	A	-	A	A	-	-	A	A	A	A	A	-
FL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
GA	5	A	-	-	A	A	A	A	-	A	-	-	A	A	A	A	A	A	A	A	-
GU	1	-	A	-	A	-	A	-	A	-	A	A	A	-	A	A	-	A	A	A	-
HI	1	-	-	-	A	-	A	-	-	A	-	A	-	-	-	A	-	A	-	-	-
IA	1	-	-	-	-	A	-	-	-	A	-	-	A	-	-	A	-	A	-	-	-
ID	3	-	-	-	A	A	A	A	A	A	A	A	A	-	A	A	A	A	A	A	-
IL	1	-	-	-	A,S	A,S	A,S	A,S	A,S	A,S	-	A,S	-	-	-	A	A	A	A	A	-
IN	1	-	-	-	A	-	-	A	-	A	-	A	-	-	A	A	A	A	-	-	-
KS	1	-	-	-	-	A	A	-	A	A	-	A	A	-	-	A	A	A	-	-	-
KY	4	-	-	-	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
LA	3	-	-	-	A	A	A	A	A	A	A	A	A	-	-	A	A	A	A	A	-
MA	1	-	-	-	-	A	-	-	-	A	-	A	-	-	-	A	A	A	A	-	-
MD	3	-	-	-	A	-	A	-	A	A	A	A	A	A	A	A	A	A	A	A	-
ME	1	-	-	-	-	A,S	-	-	-	A,S	-	-	A,S	-	-	A	A	A	A	A	-
MI	3	-	-	-	-	A	A	-	A	A	-	-	A	-	-	A	A	A	A	A	-
MN	2	-	-	-	A	-	A	-	-	A	-	A	-	-	-	A	A	A	-	-	-
MO	1	-	-	-	A,S,V	A,S,V	-	-	A,S,V	A,S,V	-	A,S,V	A,S,V	-	-	A	A	A	A	A	-
MP	1	-	-	-	A	A	A	-	-	A	-	A	A	-	-	A	A	A	A	A	-
MS	3	-	-	-	A	A	A	A	A	A	-	-	A	A	A	A	A	A	-	-	A
MT	1	-	-	-	-	A	-	-	-	A	-	-	A	-	A	A	-	A	A	A	-
NC	4	-	-	-	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	-	-
ND	1	-	-	-	-	A	-	A	-	A	-	A	-	-	A	A	-	A	A	A	-
NE	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NH	1	-	-	-	A	-	-	A	-	-	-	A	-	-	A	A	A	A	A	A	-
NJ	3	-	-	-	-	A	-	-	-	A	-	-	A	-	A	A	A	A	A	-	-
NM	4	-	A	A	A	A	A	A	A	A	A	A	-	-	A	A	A	A	A	A	-
NV	3	-	-	-	-	A	-	-	-	A	-	A	A	A	A	A	A	A	A	-	-
NY	6	-	-	-	-	A	-	A	-	A	A	A	A	A	A	A	A	A	A	A	A
OH	4	-	-	-	-	A	-	A	-	A	A	A	A	A	-	A	A	A	A	A	-
OK	2	-	-	-	-	-	A	-	-	A	-	-	A	-	-	A	A	A	A	-	-
OR	1	-	-	-	A	-	A	-	-	A	-	A	-	-	-	A	A	A	A	-	-
PA	1	-	-	-	-	-	A	-	-	A	-	-	A	-	-	A	-	A	-	-	-
PR	1	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	-
RI	3	-	-	-	A	A	A	-	A	A	A	A	-	-	-	A	A	A	-	-	-
SC	4	-	A	-	A	A	A,S	A	A	A,S	-	A	A,S	A	A,S	A,S	A	A,S	-	-	-
SD	2	-	-	A	-	A	A	-	-	A	A	-	A	-	A	A	A	A	A	A	-
TN	4	-	-	-	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	-
TX	2	-	-	-	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	-
UT	3	-	A	A	A	A,V	A,V	A,V	A,V	A,V	V	-	A	-	A,V	A,V	A,V	A,V	A,V	A,V	-
VA	3	-	-	-	A	A	A	A	-	A	A	A	A	A	A	A	A	A	A	-	-
VI	1	-	-	-	A	-	A	A	-	A	-	-	A	-	A	A	-	A	A	A	-
VT	2	-	-	A	-	A	-	-	-	A	-	A	-	-	-	A	A	A	-	-	-
WA	3	-	-	A	A	A	-	A	V	-	A	V	A	-	A,V	A,V	A,V	A,V	-	-	-
WI	2	-	-	-	A	A	-	-	-	A	-	A	-	-	A	A	A	A	A	A	-
WV	5	-	-	-	A	A,S	A	A	A	A,S	A	A	A	A	A	A	A	A,S	A,S	A	-
WY	2	-	-	-	-	A	-	-	-	A	S	S	A,S	S	-	A	A	A	-	-	S
Totals	136	3	7	10	36	44	36	29	29	52	24	42	38	17	34	55	44	55	40	31	5

AS, DC, DoDEA, GU, MP, PR, VI: Jurisdictions
FL: No response to 1999-2000 Survey

1999-2000 DATA
SUMMARY TABLE

TEST TYPE				ITEM TYPE					TESTING PURPOSES											
Norm-referenced Test	Criterion-referenced Test	Writing Assessment	Performance Assessment	Multiple-choice Items	Short Constructed-response	Extended Constructed-response	Performance Tasks	Examples of Student Work	Student diagnosis or placement	Improvement of instruction	Program evaluation	Student promotion	Honors diploma	Endorsed diploma	High school exit requirement	School awards or recognition	School performance reporting	High school skills guarantee	School accreditation	States
A	.	.	.	A	.	.	.	.	Y	Y	.	.	.	.	.	.	Y	.	.	AK
A	A	A	A	A	.	.	A	.	Y	Y	Y	.	.	.	Y	Y	Y	.	.	AL
A	A	.	.	A	A	A	.	.	Y	Y	Y	.	.	.	.	.	.	.	.	AR
A	.	.	.	A	.	.	.	.	Y	Y	Y	.	.	.	.	.	.	.	.	AS
A	A	.	.	A	A	A	.	.	.	Y	Y	.	.	.	.	.	Y	.	.	AZ
A,V	A,V	V	A	A,V	V	V	A,V	.	.	Y	Y	Y	Y	Y	.	Y	Y	.	.	CA
.	A	A	.	A	A	A	.	.	.	Y	Y	.	.	.	.	.	.	.	.	CO
.	A	A	A	A	A	A	A	.	Y	Y	Y	.	.	.	.	Y	Y	.	.	CT
A	.	S	.	A	.	S	.	.	Y	Y	Y	.	.	.	.	Y	Y	.	.	DC
A	.	.	.	A	A	.	.	.	.	Y	Y	.	.	.	.	.	Y	.	.	DoDEA
A	A	A	.	A	A	A	.	.	Y	Y	.	.	.	.	.	.	.	.	.	DE
.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	FL
A	A	A	A	A	.	A	A	.	Y	Y	Y	.	.	.	Y	Y	Y	.	.	GA
A	.	.	.	A	.	.	.	.	Y	Y	Y	.	.	.	.	.	.	.	.	GU
A	.	.	.	A	.	.	.	.	Y	Y	Y	.	.	.	.	Y	Y	.	Y	HI
A	.	.	.	A	.	.	.	.	.	.	.	.	.	.	.	.	Y	.	.	IA
A	.	A	A	A	A	A	.	A	.	Y	Y	.	.	.	.	.	.	.	.	ID
A,S	A	A	.	A,S	.	A	.	.	.	Y	Y	Y	.	.	.	.	Y	.	.	IL
A	A	A	.	A	A	A	.	.	Y	Y	Y	.	.	.	Y	Y	.	.	Y	IN
.	A	A	.	A	.	A	.	.	Y	Y	Y	.	.	.	.	.	Y	.	Y	KS
A	.	A	.	A	.	A	A	A	.	Y	Y	.	.	.	.	Y	Y	.	.	KY
A	A	.	.	A	.	A	A	.	Y	Y	Y	Y	.	.	Y	.	Y	.	.	LA
.	A	A	.	A	A	A	.	.	Y	Y	Y	.	.	.	.	Y	Y	.	.	MA
.	A	A	A	A	A	A	A	.	Y	Y	Y	.	.	.	Y	Y	Y	.	.	MD
.	A,S	A	A,S	A,S	A,S	A,S	.	.	.	Y	Y	.	.	.	.	.	.	.	.	ME
.	A	A	.	A	A	A	A	.	Y	Y	Y	.	.	.	.	.	Y	.	Y	MI
.	A	A	.	A	A	A	.	.	Y	Y	Y	.	.	.	Y	.	.	.	.	MN
A,V	A,V	.	A,V	A,V	A,V	A,V	S	.	Y	Y	.	.	.	.	.	Y	Y	.	Y	MO
A	.	.	.	A	.	.	.	.	.	Y	Y	.	.	.	.	.	Y	.	Y	MP
A	A	A	.	A	.	A	.	.	Y	Y	Y	.	.	.	Y	.	.	.	.	MS
A	.	.	.	A	.	.	.	.	.	Y	Y	.	.	.	.	.	.	.	.	MT
A	A	A	A	A	A	A	.	.	Y	Y	Y	Y	.	.	Y	Y	Y	.	.	NC
A	.	.	.	A	A	.	.	.	Y	Y	Y	Y	Y	.	.	.	Y	.	.	ND
.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	NE
.	A	A	.	A	.	A	.	.	.	Y	Y	.	.	.	.	.	Y	.	.	NH
.	A	A	.	A	.	A	.	.	Y	Y	Y	.	.	Y	Y	.	Y	Y	Y	NJ
A	A	.	A	A	A	A	.	.	Y	Y	Y	.	.	.	Y	Y	Y	.	Y	NM
A	A	A	.	A	.	A	.	.	Y	Y	Y	.	.	.	Y	Y	Y	.	.	NV
.	A	A	A	A	A	A	.	.	Y	Y	Y	Y	Y	Y	Y	.	Y	.	.	NY
.	A	A	.	A	A	A	.	.	.	Y	Y	Y	Y	.	Y	Y	Y	.	.	OH
.	A	.	A	A	.	A	.	.	Y	Y	Y	.	.	.	.	.	Y	.	.	OK
.	A	A	A	A	.	A	.	.	.	Y	Y	.	.	.	.	.	Y	.	.	OR
.	A	.	A	A	.	A	.	.	.	Y	.	.	.	.	.	Y	.	.	.	PA
.	A	A	.	A	.	.	.	.	Y	Y	Y	.	.	.	.	Y	.	Y	.	PR
.	A	A	.	A	A	A	.	.	.	Y	Y	.	.	.	.	.	Y	.	.	RI
S	A	A	.	A,S	A	A	A	A	Y	Y	Y	.	.	.	Y	.	Y	.	.	SC
A	.	A	.	A	.	A	.	.	Y	Y	Y	.	.	.	.	.	.	.	.	SD
A	A	.	A	A	.	.	A	.	Y	Y	Y	.	.	Y	Y	Y	Y	.	.	TN
.	A	A	.	A	A	A	.	.	Y	Y	Y	.	.	.	Y	Y	Y	.	Y	TX
A	.	V	V	A,V	.	V	.	.	Y	Y	Y	Y	.	.	.	.	Y	.	.	UT
A	A	A	.	A	.	A	.	.	Y	Y	Y	Y	.	.	Y	.	Y	.	.	VA
A	.	.	.	A	.	A	.	.	Y	Y	.	.	.	.	.	Y	Y	.	.	VI
.	A	A	A	A	A	A	.	.	.	Y	Y	.	.	.	.	.	Y	.	.	VT
A	A,V	A,V	A	A,V	A,V	A,V	.	.	Y	Y	Y	.	.	.	.	.	Y	.	.	WA
A	A	A	.	A	A	A	.	.	Y	Y	Y	.	.	.	.	.	Y	.	.	WI
A,S	A	A	.	A,S	.	A	.	.	Y	Y	Y	.	.	Y	.	.	Y	Y	Y	WV
A	A	A	S	A	A	A	.	S	.	Y	Y	.	.	.	.	.	Y	.	.	WY
36	40	37	19	55	27	43	11	4	37	54	49	9	4	5	17	20	41	3	10	

AS, DC, DoDEA, GU, MP, PR, VI: Jurisdictions
FL: No response to 1999-2000 Survey

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Question 1.1 Briefly describe the overall state assessment program as it existed in 1999-2000.

State	Response
AK	By state regulation, all grade 4 and grade 7 students are assessed using a norm-referenced test in the areas of reading, language arts and math. The California Achievement Test, fifth edition, was used. Data for the state and district are reported annually in the "Report Cards to the Public," which reports the percentage of students scoring in the upper and lower quartiles.
AL	Students in grades K-12 are tested with a variety of assessments. Norm-referenced assessments are given for comparative data to show the state's relative position in the nation. Criterion-referenced assessments are given to determine the strengths and weaknesses of students and to improve instruction and curriculum. Kindergarten - Alabama Early Learning Inventory; Alabama Reading Assessment: Grade 1; Alabama Reading Assessment: Grade 2; Grades 3-11 - Stanford Achievement Test, 9th edition, and the Otis-Lennon School Ability Test; Grades 5 and 7 - Alabama Direct Assessment of Writing. Grades 10-12 - Alabama High School Graduation Exam, Third Edition
AR	The Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) includes the norm-referenced test (Stanford 9) administered to students in grades 5, 7, and 10. Another component is the criterion-referenced exams which include the Benchmark Exams administered to students in Grade 4 and 8 (regular administrations) and Grade 6 (field test). This also includes field testing of End of Course Exams for Algebra I, Geometry and an 11th Grade Literacy Exams given in grades 6-12. An Alternate Portfolio Assessment System is in the field testing stage for students whom it is inappropriate to test on standardized tests.
AS	For school year 1999-2000, students in grades 4, 7, 8, 10, 12 were tested in Stanford Achievement test 9th edition for comparative data to show the territory's relative position in the nation.
AZ	Arizona state law requires the administration of both a norm-referenced and a criterion referenced test. The Stanford Achievement Test, Ninth Edition is administered in the spring of each year. Statutes require that the test be administered to all students in grades three through twelve; however, the state legislature granted an exception allowing testing in grades two through eleven. The Stanford 9 measures students in reading, language arts and mathematics and is used to compile the "Measure of Academic Progress (MAP). MAP shows gain in student achievement. The criterion-referenced test, known as Arizona's Instrument to Measure Standards (AIMS), is specifically designed to measure what students know and are able to do with the state Board of Education adopted academic standards in reading, writing and mathematics. The test is administered in the spring to all students in grades three, five and eight. It is administered to all students in grades ten in the spring and to all students in grades eleven and twelve in the fall and spring who have not yet achieved "Meets the Standard" on any of the three subtests. Passing the reading and writing portion of AIMS will be a high school graduation requirement for the classes of 2002 and 2003. The class of 2004 will be required to pass all three subtests to earn a high school diploma.

Question 1.1 Briefly describe the overall state assessment program as it existed in 1999-2000.

State	Response
CA	In 1999-2000 California's state testing program included: the Standardized Testing and Reporting program; the Golden State Examination program (GSE); Assessments in Career Education (ACE); California High School Proficiency Exam (CHSPE) ; and a designated physical fitness test administered each year to students in grades 5, 7, and 9. The STAR program includes three distinct components: the Stanford Achievement Test, Ninth Edition, Form T (Stanford 9) for all students in grades 2-11. Students in grades 2-8 are tested in reading, spelling, language, and mathematics. Students in grades 9-11 are tested in reading, language, mathematics, science, and social science. Only students with parent exemptions, or whose individual educational plans (IEPs) specifically exempt them from testing are not tested. The individual results for each student are mailed to the parent or guardian of the student. School, district, county, and state level reports are provided to each district for that district, to each county for that county, and to the state, except that school level reports are provided on paper only to the school district. All group level reports (school and higher) are reported on the CDE Web site under STAR Results. Copies of relevant laws and regulations may also be accessed through cde.ca.gov. In 1999-2000 legislation required the testing of Spanish-speaking limited English proficient students who first enrolled in a California school district fewer than 12 months prior to testing with the Spanish Assessment of Basic Education, Second Edition (SABE/2), in addition to the Stanford 9 and standards-based tests. Spanish-speaking students enrolled in the district more than 12 months are tested with the SABE/2 at the discretion of the school district. Also in 2000, standards-based tests in mathematics and in English language arts were required as part of the STAR program. Students received a raw score--number correct out of total number of test items--in English language arts and in mathematics. The standards scores are comprised of items on the Stanford 9 plus the standards-based test items. All students in grades 2 through 11 take the English language arts standards tests and all students in grades 2 through 7 and grade 11 take the mathematics standards test. Students in grades 8, 9, and 10 take a standards based math test only if enrolled in a specific math course that corresponds to one of six tests administered. These are algebra 1, geometry, algebra II, and integrated math 1,2, and 3. In addition to the STAR program, the GSE program was implemented for the 11th year. For 1999-2000 there were Golden State Exams in: algebra; geometry; high school mathematics; biology; chemistry; coordinated science; US history; economics; government/civics; written composition; physics; Spanish language; and reading/literature. The GSEs are honors examinations available to students as end of course exams except for high school mathematics, written composition, and reading/literature. In 1999-2000, students in grades 8-12 took 1,178,816 Golden State exams. Students who receive a score of "recognition" or higher on six of the exams in specified areas are eligible to receive the Golden State Seal Merit Diploma. Students receiving a score of recognition, honors, or high honors on any test receive a seal on their high school diplomas recognizing them as Golden State Scholars. The Department of Education administers over 250 General Education development (GED) testing centers and issues High School Equivalency certificates to persons who successfully complete the battery of tests. In 1999-2000, 56,393 individuals took the GED examination. The California High School Proficiency Examination, administered since 1975, assesses proficiency in basic skills and may result in a certificate which is legally equivalent to a high school diploma. Assessments in Career Education (ACE) are administered to students enrolled in certain vocational education classes. A physical fitness test, currently the Fitnessgram, is administered annually to students in grades 5, 7, and 9; statewide test results are reported by the state every two years.
CO	The 1999-2000 Colorado Student Assessment Program (CSAP) assessed grade 3 reading comprehension (English and Spanish), grade 4 reading and writing (English and Spanish), grade 5 mathematics, grade 7 reading and writing, and grade 8 mathematics and science. The CSAP was developed to assess student performance, including students with disabilities, on the Colorado Model Content Standards for reading, writing, math, and science. The grade 3 reading assessment was designed to assess reading comprehension as required by the Colorado Basic Literacy Act and the associated rules. CSAP results are used for school, district, and state accountability and for school improvement.

Question 1.1 Briefly describe the overall state assessment program as it existed in 1999-2000.

State	Response
CT	Connecticut tests its fourth, sixth and eighth-grade public school students on the Connecticut Mastery Test (CMT) and its grade 10 public school students on the Connecticut Academic Performance Test (CAPT). The CMT is a criterion-referenced test given each fall since 1985 in the areas of mathematics and language arts, included reading and writing. The CMT includes open-ended, multiple-choice, grid-in and performance items. The CAPT is a criterion referenced test given each spring since 1994. It is administered to all grade 10 students and voluntarily to students in grades 11 and 12 who do not meet state goals. The areas tested include mathematics, language arts, science and an interdisciplinary test. It is primarily performance assessment with some traditional item formats. A certification of mastery is awarded to each student indicating each section of the test where the state goal is achieved.
DC	The District of Columbia's state assessment program is the Performance Assessment and Standards System (PASS). PASS is designed to assess and monitor the academic progress of students in grades 1-11. Currently, the key component of the assessment system is the Stanford Achievement Test Series, Ninth Edition (SAT9). Yearly academic growth is measured across the District with the SAT9 multiple-choice instrument. The SAT9 multiple-choice tests are being augmented with open-ended response items and a writing component. The new components of the SAT9 will be piloted over a two-year period. Spring 2000 reports show results for the reading and mathematics multiple-choice tests of the Stanford Series. Additionally, the data reflect Total Reading and Total Mathematics scores. Under development are the Reading and Mathematics Proficiency Examinations (RMPE) and end-of-course examinations for secondary students. The RMPE is a criterion-oriented instrument that is designed to determine if district students have attained a basic skill level in reading and mathematics prior to graduation. It is developed around a subset of the secondary reading/language arts and mathematics standards. The end-of-course examinations are being developed and piloted in the core secondary courses (Algebra I, Biology, Chemistry, U.S. History and English III). They are designed to measure how well students have achieved course standards. The RMPE is scheduled for implementation in SY 2001-2002 . End-of-course examinations are being developed and piloted over a three to five year time period.
DE	The Delaware Student Testing Program (DSTP) has its roots in the education reform efforts that began in Delaware in the early 1990's. In June 1995, that effort resulted in the adoption of rigorous content standards for English language arts, mathematics, science, and social studies. Immediately, Delaware educators began developing what would become the DSTP, a new assessment program designed to provide technically sound information about how well students are performing relative to Delaware content standards and national norms and to serve as a primary indicator for the Delaware Education Accountability System. In 1997, Harcourt Educational Measurement was awarded the contract to assist with the development and administration of the DSTP. The reading and mathematics components contain multiple choice, short answer and extended response items. To show that reading and writing are integrally connected, the DSTP at each grade level includes a text-based item that is scored for both reading and writing. In addition, the writing portion of the DSTP asks students to write an essay in response to a prompt, giving them time to write a first draft and rewrite that draft. The DSTP reading and mathematics items come from two sources: (1) The DSTP includes abbreviated versions of the reading comprehension and the mathematical problem solving subtests from The Stanford Achievement Test, 9th edition (SAT9), which measure how Delaware students compare to a national group of test-takers in reading and mathematics. (2) Items specifically designed to measure progress toward Delaware content standards in English language arts and mathematics were created and field tested by Delaware educators, parents, and community representatives. The science and social studies components of the DSTP, which were given for the first time in 2000 to students in grades 8 and 11, contain multiple choice and short answer items designed to measure progress toward Delaware content standards in science and social studies. The DSTP produces Standards-Based Scores for reading, mathematics, and writing and produces National Percentile Rankings for reading and mathematics. Standards-Based scores for science and social studies will be reported once performance levels for science and social studies are set (Summer 2001). Fourth and sixth graders will take the science and social studies portions of the DSTP for the first time 2000-2001.
DoDEA	DoDEA is comprised of the DoDDS (Overseas) schools and the DDESS (Domestic) schools. In SY1999-2000, DoDEA administered two system wide assessments in all DoDDS and DDESS schools: 1) CTB TerraNova for grades 3-11; 2) DoDEA Writing Assessment for grades 5, 8, and 10. CTB TerraNova is a norm-referenced assessment for reading, language arts, math, science and social studies. The DoDEA Writing Assessment was designed by DoDEA and has been used for 10 years in the DoDDS schools and for the past two years in the DDESS schools.
FL	

Question 1.1 Briefly describe the overall state assessment program as it existed in 1999-2000.

State	Response
GA	In 1999-2000, the state assessment program consisted of: –Georgia Kindergarten Assessment Program –Revised (GKAP-R): Performance tests covering literacy, mathematics, and social/emotional development. Scores are used to assess student readiness for first grade. –Criterion Referenced Competency Tests (CRCT): Reading, language arts and mathematics tests given at grades 4, 6, and 8. Scores are used to assess student learning, diagnose instructional needs, and measure school effectiveness. Stanford-9: Given in grades 3, 5, and 8 in all subject areas. Scores are used to assess student learning and measure school effectiveness. –Writing tests: Performance tests that measure student writing skills. Administered in grades 3, 5, 8 and 11. –Georgia High School Graduation Tests (GHSGT): A series of 5 tests in English/language arts, mathematics, social studies, science, and writing. The writing test is the same as the 11th grade writing test identified above. Students must pass all parts in order to graduate.
GU	Guam Department of Education (GDOE) uses the Stanford Achievement Test, ninth edition (SAT9) as the primary assessment instrument in determining student progress. The SAT9 is administered annually to students enrolled in grades 1, 3, 5, 7, 9, 10 and 11 in reading, mathematics, language, social and science. GDOE tests as many students as possible, including students who are receiving special education services, are limited English proficient or are enrolled in the Gifted and Talented program. The results of SAT9 are reported in percentile scores and by performance levels for individual students and by grade for each school and the total district. Reports by class are also provided for each elementary school. The results are used to monitor individual student progress, develop individual and group instructional plans and for program evaluation purposes. Guam Public Law 12-101 states that "The Board shall evaluate efficiency of the instructional program in contributing to the achievement of the basic skills and shall continually revise both outcome statements and instructional procedures on the basis of evaluative data." Guam DOE does not have a law that specifically prescribes how testing must be implemented.
HI	Hawaii Statewide Testing Program: (Norm Referenced Test) Stanford 9th Ed, Abbreviated; Grade 3,5,8,10: Reading Comprehension Subtest, Math Problem-Solving Subtest; provides comparable national data. State law is attached/enclosed.
IA	Iowa does not have a mandated state assessment program. All districts must include student achievement goals in their plans and develop an assessment system to monitor progress toward those goals, but the selection of the instruments and the schedule of administration are determined locally. Approximately 99 percent of all districts participate in the Iowa Testing Program on a voluntary basis. The data from the Iowa Testing Program are used for state reporting purposes. All districts are also expected to include all students in their district assessment.
ID	Idaho's current assessment program consists of a Direct Writing Assessment for grades 4, 8, and 11, a Direct Math Assessment for grades 4 and 8, and standardized testing for grades 3 through 8 using the Iowa Tests of Basic Skills (form K) and the Tests of Achievement and Proficiency for grades 9 - 11. The testing program is mandated by the state board of education and the results are used for the improvement of curriculum and instruction throughout the state.
IL	All students grades 3, 5, and 8 are tested via the Illinois Standards Achievement Test (ISAT) in reading, mathematics, and writing, and those in grades 4 and 7 are tested in science and social science (ISAT). Results are used for trend comparisons and comparisons to the criterion-referenced state standards. At the school level they are used for program evaluation and school improvement. They are used by the state for school designations and school recognition status. They are also used to hold schools and districts accountable for student achievement. In addition, the State board uses the yearly results and trends as a basis for state level policy making.
IN	All students in Grades 3, 6, 8, and 10 are assessed in English and mathematics, with the exception of students who do not receive instruction in the proficiencies being tested. The assessment includes a norm-referenced component, a criterion-referenced component, and a test of cognitive skills. The criterion-referenced component includes tests of basic skills and applied skills. The Grade 10 test is the Graduation Qualifying Examination. Test results are used for school accreditation purposes; school performance reporting; generating remediation grants and performance incentive awards; informing parents about individual student performance; and informing the public and the media about school, school district, and state performance levels.

Question 1.1 Briefly describe the overall state assessment program as it existed in 1999-2000.

State	Response
KS	In 1999-2001, Kansas tested reading and writing in grades 5, 8, and 10; and mathematics in grades 4, 7, and 10. With the exception of writing, tests are entirely multiple-choice (math) and multiple yes-no (reading.) Performance assessment is required at the local level. A second grade reading diagnostic assessment is required at the local level. Revised curricular standards have just been approved. New assessments were built based on those revised standards. (Note: Science and social studies alternate with writing. Math and reading are tested yearly. Science and social studies will be tested in 2000-2001.) Test results are used as one measure for school building accreditation. Student performance levels are also set for all grade levels and subject areas.
KY	The COMMONWEALTH ACCOUNTABILITY TESTING SYSTEM (CATS) is an integrated testing and accountability program. It contains a Norm Referenced Test and a Standards Based Test. The CTBS/5 (Survey editions) is the required Norm Referenced Test in Kentucky. Students are assessed in Reading, Language arts and Mathematics at grades end-of-primary (grade 3), grade 6 and grade 9. The STANDARDS BASED TEST is the Kentucky Core Content Test (KCCT). It includes Open Response, Multiple Choice, On-Demand Writing, Writing Portfolio and Alternate Portfolio. The KCCT measures Reading, Mathematics, Science, Social Studies, Arts and Humanities, Practical Living and Vocational Studies, and Writing (On-Demand and Portfolio). All 4th, 5th, 7th, 8th, 10th, 11th, and 12th grade students participate in one or more content areas.
LA	The Louisiana Educational Assessment Program (LEAP) as it existed in 1999-2000 consisted of The Iowa Tests (norm-referenced), LEAP for the 21st Century, or LEAP 21 (criterion-referenced), a Kindergarten Developmental Screening Program, and the Graduation Exit Exam (GEE). The Iowa Tests assessed students in grades 3,5,6,7, and 9 in Reading, Language, Mathematics, Science, Social Studies, and Reference Materials. LEAP 21 assessed students in grades 4 and 8 in English Language Arts, Mathematics, Science, and Social Studies. The GEE tested students in 10th and 11th grades in Written Composition, English Language Arts, Mathematics, Science, and Social Studies. First time entering Kindergarten students were screened from a list approved by the State Board of Elementary and Secondary Education (SBESE). The Iowa Tests are multiple choice and account for 30% of each School's Performance Score (SPS). LEAP 21 tests are multiple choice and constructed response in each of the content areas, with an essay at grade 8 and written compositions at both grades 4 and 8. The LEAP 21 scores account for 60% of each school's (SPS). The GEE represents the state's "old" exit exam, and is multiple choice with a written composition essay. For graduation purposes, students must pass all parts of the assessment. The results of LEAP 21 and The Iowa Tests are two of the components that make up the SPS. Louisiana has a School and District Accountability system holding each school responsible for improvements in their educational and assessment programs ensuring the highest standards for the students of Louisiana.
MA	This year marks the third year of administering the Massachusetts Comprehensive Assessment System (MCAS), the state's standards-based testing program. In spring 2000, students in grades 4, 8, and 10 took MCAS tests in English Language Arts (ELA), Mathematics, and Science & Technology. Additionally, students in grades 8 and 10 took the MCAS test in History and Social Science. The ELA test includes a written composition and a language and literature test; results are reported as a combined English Language Arts score. The History and Social Science test includes items in history, geography, economics, civics and government; results are reported as a combined History and Social Science score. The Science and Technology test includes test items in technology, and in the four domains of science: life science, earth science, physics and chemistry, which are reported as a combined score. MCAS measures the performance of students, schools and districts on the academic learning standards contained in the Massachusetts Curriculum Frameworks, fulfilling requirements of the Education Reform Act of 1993. Results are reported based on four performance levels. May 2000 was the final year for administering grade 4 tests in Science & Technology and History and Social Science. In spring 2000, items were piloted in for the following content areas and grades: Reading (grade 3), ELA (grade 7), History and Social Science (grade 5), Science & Technology (grade 5), Mathematics (grade 6). In addition, the MCAS-Alternate Assessment was being developed for students with significant disabilities. Individual student, school, district, and state level results were reported. 2000 results along with 1999 and 1998 results were used to rate school performance.

Question 1.1 Briefly describe the overall state assessment program as it existed in 1999-2000.

State	Response
MD	For students in grades 3, 5, and 8, the Maryland School Performance Assessment Program (MSPAP) measures performance in a single test covering mathematics, reading, writing, science, language usage, and social studies. The assessment measures higher order thinking processes and the application of knowledge and skills to real world situations. MSPAP, given in May of each year, requires approximately nine hours of engaged testing time over five days of testing. MSPAP results, reported at school, school system, and state levels, are used for educational program accountability. For students in grades 7 through 12, Maryland Functional Tests are administered in reading, mathematics, and writing. Reading and mathematics are given in both paper and pencil and computer-adaptive versions. Two writing samples, narrative and expository, are used in the writing test. Students must pass all three Maryland Functional Tests to receive a Maryland high school diploma. (The Maryland Functional Tests formerly included a test of citizenship skills. Beginning with the 1998-1999 school year, however, the test of citizenship skills was replaced with a high school government course.) The Comprehensive Tests of Basic Skills (CTBS/5) in reading, language, reading comprehension, language mechanics, and mathematics are administered to all students in grades 2, 4, and 6 in each of Maryland's 24 school systems. High School Assessments were field tested in the 1999-2000 school year. Students in grades 7 - 12 are tested if they have taken the appropriate courses that are assessed. Please note that several of the following questions in this survey pertaining to the High School Assessments component may be left blank because the component is still being field tested.
ME	The Maine Educational Assessment (MEA), redesigned in 1998-99 to measure the state's newly enacted Learning Results standards, is administered annually in grades 4, 8 and 11. The Learning Results content areas assessed include: English Language Arts (reading and writing), Mathematics, Science and Technology, Social Studies, Visual and Performing Arts, and Health Education. The revised MEA utilizes a mix of selected response, short answer, constructed response and extended response questions in a balance of 40% selected to 60% performance items by score point. Individual student scores are generated in all areas except Visual and Performing Arts and Health, while school and district results are produced in all areas. Items common to all students provide the basis for student and school summary scores, and additional matrix sampling of items provides school/district results at the content standard level. The state law authorizing the MEA lists multiple purposes including producing information about student achievement of high academic standards, program evaluation information, and provision of parents with information about the achievement of their children. The MEA reports to schools/districts through comprehensive summary reports and to parents through a new reporting system that links performance directly to defined levels (Exceeds Standards, Meets Standards, Partially Meets Standards and Does Not Meet Standards).
MI	The Michigan Educational Assessment Program (MEAP) assesses all 4th-, 7th-, and 11th-grade students in mathematics and reading, and all 5th-, 8th-, and 11th-grade students in science, social studies and writing. The tests are criterion-referenced and measure predetermined state goals and objectives. Components: Grade 4 and 7 reading and mathematics assessment; Grade 5 and 8 science, social studies, and writing assessments; High School reading, writing, science, social studies, and mathematics for state endorsement.
MN	Minnesota has two assessment components. The first is the Minnesota Comprehensive Assessments. These assessments include multiple-choice, open-response, and essay questions. The subjects tested are reading and math at grade 3, and reading, math and writing at grade 5. These assessments are designed to provide information for system accountability, provide information about instruction for the Minnesota High Standards, and to fulfill statewide testing requirements at grades 3 and 5. The results are used to provide district and building information, individual student information, and national comparison. The second component is the Basic Standards Tests. These assessments, high stakes tests, include multiple-choice questions in reading and math, and a writing sample in writing composition. The assessments are designed to ensure that students have minimum competency in essential literacy skills. The results are used to determine eligibility for graduation. The reading and mathematics tests are first given in grade 8. The writing test is first given in grade 10. Students have multiple opportunities to retest before graduation
MO	The following students were assessed in these grade levels: Math grades 4, 8, 10; Students in Communication Arts grades 3, 7, 11. Students in Science grades 3, 7, 11. Voluntary test given in Social Studies in grades 4, 8, 11. Test items consisted of multiple choice, constructed response and performance events. Results were used as criteria to accredit school. SB-380

Question 1.1 Briefly describe the overall state assessment program as it existed in 1999-2000.

State	Response
MP	The large-scale assessment that was implemented during school year 1999-2000 in the CNMI Public School System is the Stanford Achievement Test, Ninth Edition. It has now been implemented for the last 3 years. All students participated in the assessment in 1998-1999 to establish the CNMI Baseline, while in 1999 to present, only the benchmark grades were administered the SAT9. Students who are eligible special education services are provided certain modifications and adaptation as required by their Individualized Education Plan when taking the SAT9. The assessment component included 14 subtests in Language Arts, Math, Science, Social Studies, and Listening Skills. The CNMI Public School System has a Board of Education policy on the System wide Assessment that gives direction as to the implementation of the statewide assessment.
MS	NRT grades 3-8; basic skills CRT required for high school graduation; ACT WorkKeys and occupational skills assessments for vocational program completers in multiple program areas. Test results are used for purposes of program evaluation and instructional improvement as a measure of student progress as recommended by the State Superintendent's Task Force on Accountability and Learning.
MT	All districts use standardized, norm-referenced tests for grades 4, 8, and 11 annually selected from a list of board-approved published tests. The NCE scores are summarized at the state level by grade, test, and subject (reading, language arts, math, science, social studies). Data for each school by grade, subject area, and stanine distribution are distributed to each district and are available for public release.
NC	The 1999-00 North Carolina Testing Program continues to be a fairly comprehensive large-scale assessment initiative that uses a variety of assessment strategies. In 1999-00, the program consisted of (1) a Grade 3 Pretest in the areas of reading and math that is administered at the beginning of third grade to all grade 3 students for the purpose of establishing a pre-score required in the pre-post school accountability program; (2) End-of-Grade Tests in the areas of reading and math are administered for the purpose of school accountability in grades 3-8; (3) Writing assessments administered in grades 4, 7, and 10 (English II) for the purpose of school accountability; (4) sampling (2,500 students) of grades 5 and 8 with the ITBS (reading, math, language) as national indicators of how student performance compares with other states; (5) multiple-choice and performance computer skills tests to demonstrate computer skills proficiency required for a high school diploma (student accountability) administered initially to all students at grade 8 with retake opportunities throughout high school; (6) Competency tests (multiple-choice) in reading and mathematics required for a high school diploma (student accountability) administered initially to all students at grade 8 as the end-of-grade screen using equated forms. The competency tests are equated forms of the North Carolina grade 8 end-of-grade tests in reading and mathematics; (7) Grades 1 and 2 are assessed in reading and mathematics as a local option by observation; (8) End-of-course tests (multiple-choice) are administered at the end of high school subjects in Algebra I; Biology; English I; Economics, Legal, and Political Systems; English II (Writing); US History, Physical Science; Chemistry; Physics; Algebra II; and Geometry for the purpose of school accountability although the test results are required to count in some way towards students' final grades in the course; (9) through a block grant allocation of funds to each LEA, the state funds one administration of the PSAT for college-bound students usually upon completion of grade 9; (10) A high school comprehensive test (multiple-choice) in the areas of reading and mathematics was added in 1997-98 to measure student growth in performance from grade 8 to grade 10 for the purpose of school accountability; and (11) The open-ended assessments in reading and mathematics at grades 4 and 8 were reinstated effective with the 1999-00 school year.
ND	The TerraNova - also known as the Comprehensive Tests of Basic Skills, fifth edition (CTBS/5) - and the Test of Cognitive Skills, second edition (TCS/2) were administered to students in grades 4, 6, 8 and 10 beginning in March of 1998. The Multiple Assessments was administered to students in grade 4. The Multiple Assessments consists of assessments in Reading, Language, Mathematics, Science and Social Studies. The Complete Battery Plus was administered to students in grades 6, 8 and 10. The Complete Battery consists of Reading, Language, Mathematics, Science and Social Studies. The Plus component consists of Vocabulary, Language Mechanics, Mathematics Computation and Spelling. Schools are to evaluate the results as one of the multiple indicators they are to use in the State Education Improvement Process (SEIP). The reports not only report norm-referenced data but mastery level and performance level data as well at the student, classroom, school and district level. The results are also reported on the School District Profile Report along with ACT scores and much additional data about the district.

Question 1.1 Briefly describe the overall state assessment program as it existed in 1999-2000.

State	Response
NE	Based upon legislation in the spring of 2000, all Nebraska school districts are required to adopt either the state standards or their own local standards (if they are equal to or more rigorous than the state standards) in the subject areas of reading/speaking/listening/math/science and social studies. In addition to participating in a statewide writing assessment in grades 4,8, and 11 in the spring of 2001, schools are required to develop a local plan for assessing their students and report student progress on reading/speaking/listening standards in the spring of 2001. Each district's assessment plan and the actual assessment used is reviewed based upon a set of identified Assessment Quality Criteria. Each district's student achievement results as well as the quality of the district's assessment will be published in the State of the Schools Report in the fall of 2001. The reporting schedule for future years will be as follows: 2001 Reading/Speaking/Listening and Writing: grades 4,8,11 2002 Math grades 4,8, 11 and Writing, grade 4 2003 Science grades 4,8,11 and Writing, grade 8 2004 Social Studies grades 4,8, 11 and Writing, grade 11
NH	In May of each year (starting in May 1994) all public school third-grade students are assessed in English language arts and math. In May of each year (starting in May 1996) all public school sixth- and tenth-grade students are assessed in English language arts, math, science, and social studies. Types of measures include a combination of multiple choice and open response and include an on-demand writing assessment conducted at all three levels. Student results are reported both by proficiency level and scaled scores. Mean-scaled scores are reported at the school, district, and state levels. Results are used for educational improvement and as a measure of school accountability.
NJ	The New Jersey Statewide Assessment Program consists of three assessment instruments that are aligned to the Core Curriculum Content Standards. The ESPA (Elementary School Proficiency Assessment, or the 4th grade test) consists of three sections - Language Arts Literacy, Mathematics, and Science. The ESPA is designed to give an early indication of the progress students are making in mastering the knowledge and skills described in the Content Standards for the three subject areas. The 2000 GEPA (Grade Eight Proficiency Assessment or the 8th grade test) consisted of three sections - Language Arts Literacy, Mathematics, and Science. The GEPA is designed to give an indication of the progress students are making in mastering the skills they will need to pass the High School Proficiency Assessment (HSPA). The HSPA (NJ's graduation test) will become operational in 2001 - 2002 and will consist of two sections - Language Arts Literacy and Mathematics. In 2001 - 2002, the HSPA will replace NJ current high stakes test, the HSPT (High School Proficiency Test). The remaining content areas for the HSPA will be phased in after three years of "due notice" testing.
NM	A norm-referenced standardized test (CTBS 5/Terra Nova) as well as a criterion-referenced supplement for grades 3-9 for accountability (math, language arts, science, and social studies). A direct on-demand writing assessment for grades 4 and 6 (optional at grade 8) for instructional improvement. A high school competency examination (a graduation requirement and criterion-referenced exam) is administered to sophomores with the option to retake at grades 11 and 12 if unsuccessful (accountability). Districts administer reading assessments (of choice) at grades 1 and 2 and report the results to SEA (instructional improvement).
NV	1. Census norm-referenced testing in Reading, Math, Language, and Sciences at grades 4, 8 and 10 using TerraNova (CTB/McGraw-Hill) 2. Census Direct Writing Assessment at Grades 4 and 8 using analytic-trait scoring. 3. Census High School Proficiency Examinations in Reading, Mathematics and Writing is administered in Fall of grade 11. Passing these exams is required to receive a standard diploma. Writing Test is holistically scored. Test(s) not passed on the first administration may be retaken near the end of grade 11 or on four different opportunities during grade 12.
NY	There are seven components of the state testing program as described in part three. Each component was created for a specific purpose, but they all share three qualities. They are all based on the NYS learning standards/State recommended core curriculum guides and/or syllabi. They are intended to establish or maintain standards and they provide a measure of accountability for the state's elementary and secondary schools.

Question 1.1 Briefly describe the overall state assessment program as it existed in 1999-2000.

State	Response
OH	Ohio's statewide assessment program consists of four proficiency test programs (Fourth-, Sixth-, Ninth- and Twelfth-Grade Proficiency Tests). Writing, reading, mathematics, citizenship, and science are assessed in each of the four proficiency test programs. All students (except those who are IEP exempted) who are enrolled at the appropriate grade level are required to take the Fourth-, and Sixth-Grade Proficiency Tests. All ninth-grade students (except students who passed one or more tests in spring of eighth-grade or who are IEP exempted) are required to take the Ninth-Grade Proficiency Tests until all parts of the test have been passed, in partial fulfillment of requirements for a high school diploma. All twelfth-grade students who have passed all ninth-grade tests are required to take the Twelfth-Grade Proficiency Tests. Students who pass all five parts of the Twelfth-Grade Proficiency Tests are eligible for a $500 scholarship, which may be used for enrollment in any accredited Ohio post secondary institution. Intervention in grade five is required for the area(s) of the Fourth-Grade Proficiency Tests where a student was not proficient. Also summer intervention was required to be offered by districts to any student who failed 3 or more parts to the Fourth- or Sixth-Grade Proficiency tests. Students who score at the honors level in the areas of writing, reading, mathematics, and citizenship on the Twelfth-Grade Proficiency Tests may satisfy one of eight criteria needed for an Honors Diploma. Science will be added to the Honors Diploma requirements in 2001. Results go to schools for planning and are reported to the public. On July 1 each year all tests administered to students during the previous school year are made available to the public per an Ohio Supreme Court decision.
OK	The Oklahoma Core Curriculum Tests (OCCT) are custom designed to measure Oklahoma's core curriculum, the Priority Academic Student Skills (PASS). The OCCT is given to all students in Grades 5, 8, and 11. Subject areas tested include a performance Writing test, and multiple-choice tests in the areas of Mathematics, Science, Reading, U.S. History/Constitution/Government, Geography, and Arts. Grade 11 took only Geography. Both Oklahoma's core curriculum and the tests which measure performance on the core curriculum were developed to meet the requirements of state law. Students identified as Limited English Proficient were exempt from testing for up to 3 years. Results are used for school improvement plans. State law attached.
OR	Oregon annually tests all students in reading, mathematics, and writing at grades 3, 5, 8, and 10. All students are tested in science and mathematics problem solving at three grades 5, 8, and 10. The tests are developed from state-mandated content standards and the purposes include program evaluation, school improvement, public accountability, and reporting individual student performance. Districts use the results in their program review/improvement process. Results at the school level are reported in comparison with schools having similar socioeconomic characteristics.
PA	Grades 5, 8, and 11 students are assessed annually in reading and mathematics. Although the assessment is for program evaluation, individual student results are provided for parents, teachers, guidance counselors, and principals. School reports are provided for planning and public dissemination. There was no writing assessment for the 99-00 school year.
PR	The Puerto Rico State Assessment is a criterion-referenced test known as "Pruebas Puertorriqueñas de Competencias Escolares" (Puerto Rico Test of School's Competencies). During the last five years it has been administered in five academic areas: Spanish, English, Mathematics, Science and Social Studies. The test has been used for Title I reports of progress and it is used as the official form of evaluating the students academic progress in the grades selected as well as the schools level of performance. Results are classified as highly competent, competent and partially competent. These have been used for measuring students' progress and schools' performance. Other ways of assessing students' progress and schools performance in Puerto Rico are the grades system which is highly credible among parents and the use of assessment techniques in the classroom. These are other criteria that we use as part of the assessment program.
RI	The Rhode Island State Assessment Program for 1999-2000 was a census testing program, which endeavored to assess each students in designated grade levels. A wide variety of testing accommodations were offered. The results are used for a variety of purposes, including for curriculum and instruction improvement purposes, for use by teachers for individual students; and to be included as part of the School Accountability for Learning And Teaching (SALT) system. NAEP is also a part of our system in the even numbered years. The Rhode Island State Assessment Program for 1998-99 included: 1. The Rhode Island Writing Assessment administered at grades 3, 7 and 10, 2. The Rhode Island Health Education Assessment administered at grades 5 and 9, 3. The New Standards English Language Arts Exam (grades 4, 8 and 10) 4. The New Standards Mathematics Exam (grades 4, 8 and 10) 5. The Rhode Island Alternate Assessment (all grades above)--Pilot

Question 1.1 Briefly describe the overall state assessment program as it existed in 1999-2000.

State	Response
SC	The South Carolina state assessment system has two main parts: criterion-referenced tests (the Basic Skills Assessment Program and the Palmetto Achievement Challenge Tests) and a norm-referenced test. The Basic Skills Assessment Program (BSAP) Exit Examination is administered to all students at the end of grade ten and to students in grades 11 and 12 who have not passed one or more portions of the examination. The examination will be phased out with the implementation of the exit examination of the Palmetto Achievement Challenge Test at the tenth grade level. The Cognitive Skills Assessment Battery (CSAB) is administered to incoming first grade students. The Palmetto Achievement Challenge Tests (PACT) are given to students in grades three through eight. The norm-referenced test (currently the TerraNova) is used to assess a sample of students at rotating grades.
SD	All students in grades 2, 4, 8, and 11 took a norm-referenced achievement test. In addition, students at grades 4 and 8 took an ability test. We use the complete battery (multiple choice) which covers math, reading, language, social studies, science, thinking skills, listening, etc. Students are required by SDCL 13-3-55 to test. Also included in SDCL 13-3-55 is a writing assessment for all students in grades 5 and 9. ARSD 24:03:06:17 (state board of education rule): All students must take a career planning instrument at either eighth grade or ninth grade. The achievement and ability test is given in the spring and the career planning instrument in the fall. SDCL 13-3-55 Academic Achievement Tests: Every school district shall administer the same academic achievement test to all students in grades two, four, eight and eleven. In addition, every school district shall administer to all students in grades five and nine an achievement test to assess writing skills. These tests shall be provided by the Department of Education and Cultural Affairs and shall assess proficiency in meeting state standards. These tests shall be administered starting during the 1998-1999 school year.
TN	Tennessee's mandated testing program includes an achievement test in grades 3 - 8 in math, language, reading, science, and social studies; a competency test in mathematics and language administered first in the fall of grade 9 (passing score of 70% required on both parts for receipt of regular diploma); a writing performance assessment in grades 4, 7, and 11 requiring the writing of an essay using a prompt; four high school assessments (algebra I, algebra II geometry, and math for technology); and either the ACT, SAT, or ACT WorkKeys assessment before graduation (no benchmark score required). Results from these assessments are used diagnostically and for accountability purposes. Each test is administered to each student in the designated grade level. The achievement test used is the CTB Form K custom assessment for Tennessee which is parallel in both form and content to the TerraNova Complete Battery Plus. This is a multiple-choice assessment which provides data to support Tennessee's Value Added System. The assessment is fresh and non-redundant for each administration. The competency test is administered four times per year and students may retake one or both parts each administration until passed. High school subject matter tests are administered twice yearly to accommodate block scheduling. The Writing assessment is performance based requiring the student to write an essay which is scored utilizing a six point rubric.
TX	Begun in 1990, the Texas Assessment of Academic Skills (TAAS), a legislatively-mandated criterion-referenced program, tests reading and mathematics at grades 3 through 8 and at exit level; writing at grades 4, 8, and exit level; and science and social studies at grade 8. Also in place are end-of-course examinations for Algebra I, Biology, English II, and U.S. History. The primary purpose of the state student assessment program is to provide an accurate measure of student achievement in the areas listed above. The test results are used as a gauge for institutional accountability. The baseline Reading Proficiency Tests in English (RPTE) were administered for the first time in spring 2000. The RPTE assesses how well limited English proficient (LEP) students are developing the ability to read English at grades 3 through 12, and ensures that all LEP students are included in the statewide assessment system with an appropriate measure of their progress.

Question 1.1 Briefly describe the overall state assessment program as it existed in 1999-2000.

State	Response
UT	INTRODUCTION TO U-PASS - Utah's Accountability System Utah's U-PASS System, which makes up the assessment and data foundation for reporting results of the state's accountability system, includes descriptive data about each school, as well as several major tests that affect significant numbers of students in the state. Combined with federal requirements for assessment of students with disabilities and English language learners, U-PASS outlines requirements for data collection for all schools and students in Utah to provide information about their performance from year to year. As listed below, there are seven major assessment programs that are part of the U-PASS program: Core Assessment Criterion-Referenced Tests (reading/language arts, mathematics, and science for grades 1-12) Reading Diagnostic Instruments (used in conjunction with CRTs to determine grade-level performance) Direct Writing Assessment (grades 6 & 9) A Norm-Referenced Achievement Test (currently the Stanford Achievement Test, 9th Edition, grades 3,5,8 & 11) Utah Basic Skills Competency Test (reading, writing, and mathematics, first administered in the 10th grade) Utah Alternate Assessment (for special needs students) National Assessment of Educational Progress (a sample of students in grades 4, 8, 11). The tests in the U-PASS program each have different purposes and yield different information about student performance throughout the state. In addition to test information, U-PASS includes other school-level data that also contribute to determining the effectiveness of schools and/or provide contextual information to help in interpreting the school's achievement data.
VA	In 1999-2000, the Virginia Assessment System consists of three components: (1) objective-based assessments of Virginia's content standards known as the Standards of Learning (SOL); (2) The Virginia State Assessment Program (VSAP), a norm-referenced achievement test battery; and (3) Literacy Passport Testing (LPT) Program, which consists of criterion-referenced tests in reading comprehension, writing, and mathematics. The "Standards of Learning (SOL)" Assessments are objective-based assessments in English, mathematics, history, and science administered to all students at grades 3, 5, 8, and high school and in computer/technology at grades 5 and 8. The SOL Assessments are intended to provide information that indicates the progress of students and school toward meeting achievement levels on the SOLs. The SOL Assessments will be used to determine which of three levels of achievement students have achieved: (a) Does Not Meet the Standards, (b) Proficient in the Standards, or (c) Advanced Attainment of the Standards and for school and school division accountability. SOL assessment results also form the basis for school accreditation. The Virginia State Assessment Program consists of the Stanford 9 TA Abbreviated at grades 4, 6, and 9 and are given each fall for state, district, and school reporting purposes. Some schools and school divisions may use the results for instructional planning purposes. The Literacy Passport testing program is currently being phased out and replaced by the Standards of Learning Assessment Program. From 1990 to 2000, the Literacy Passport Tests were administered to first-time takers in grade 6. For students who enter the freshman class prior to 2000-01, passing all three tests is a requirement for high school membership and for awarding of standard high school diploma. The Literacy Passport Tests are offered three time annually to students who need to pass the tests to earn a high school diploma. The Degrees of Reading Power (DRP) is used for the reading test; a state-developed, objective-referenced test for the mathematics test; and a state-developed set of writing prompts and scoring model are used for the writing test.
VI	The Virgin Islands Department of Education provides a comprehensive assessment package. The attached list identifies the assessments and the grades were they are administered. For the purposes of this survey, the assessment component where data is being submitted are the Terra Nova Assessment Series.

Question 1.1 Briefly describe the overall state assessment program as it existed in 1999-2000.

State Response

VT The Vermont Comprehensive Assessment System has state and local components which together address Vermont's Framework of Standards and Learning Opportunities. The system components are presented below. Content areas, grade levels and mandated participation levels are presented for each element. The following 6 principles guide the development and implementation of the system.
1) The system reflects a balance of assessment approaches and formats. At least two types of measures are included in each component to allow students full and fair opportunity to demonstrate learning. 2) Each assessment tool has been selected because it provides a useful measure of (important clusters of) Vermont's Standards. 3) Each assessment tool provides valid and reliable information at the reporting level(s) it is primarily used to address. 4) As required by current Federal regulations (e.g., Title I) to ensure that high standards are learned by ALL students, demographic data on students and schools will be collected to enable the report of achievement for sub-populations within Vermont. (e.g., student data: gender, ethnicity, English proficiency, disability status, migrant status, economic status; school data: enrollment, child counts) 5) In order to ensure that learning opportunities which address the standards are provided to ALL Vermont students, opportunity-to-learn data from students and schools will be collected to enable the analysis of achievement. 6) Support for professional development needed to implement the instruction/assessment of Vermont's standards will be built into each component. Professional development provision is the shared responsibility of the State and Supervisory Unions.
The state component includes the following assessments. The purpose of state testing is to ascertain the current level of students' progress toward grade level benchmarks of Vermont standards. All students in a grade are assessed unless otherwise noted.
Vermont Developmental Reading Assessment grade 2 (May) ---reading accuracy and comprehension
New Standards Reference Exam in Mathematics grades 4, 8, 10 (April) ---mathematics skills, concepts, and problem solving
New Standards Reference Exam in English Language Arts grades 4, 8, 10 (April) ---reading and writing in the English language
Vermont Mathematics Portfolio grades 4, 8, 10--state sample only (June) ---mathematics problem solving and communication
(State scoring of a state sample portfolios on an alternating yearly basis between mathematics and writing.)
Learning Opportunity Surveys were completed as follows:
grades 4 and 8 students on mathematics
grades 4 and 8 students on reading and writing
The Local Component includes classroom, school and district level assessments which help localities track the progress of individual students and groups of students. The State Board of Education recommends that it include:
Vermont Portfolios in Mathematics and Writing. (State benchmarks are provided for grades 4, 8 and 10 in mathematics, and for grades 5 and 8 in writing. Data collection and aggregation are supported with state funds.)
Norm-referenced tests in English and Mathematics in grades 5, 9, and 11.
Locally developed or selected assessments.

WA Norm-referenced assessment of all students in grades 3, 6, and 9. Mandatory testing of reading and mathematics in Grade 3. Mandatory testing of reading, mathematics, and language arts in Grades 6 and 9. Mandatory assessment of career interests in Grade 9. Norm-referenced component used to diagnose individual student needs, curriculum evaluation, and public reporting (accountability). Test results at grades 3, 6, and 9 used as a funding driver for state basic skills remediation program. Mandatory standards-based assessment of all students in grade 4 in reading, writing, listening, and mathematics. Voluntary standards-based assessment of students in grade 7 and 10 in reading, writing, listening, and mathematics. Grade 4, 7, and 10 standards-based assessments used for curriculum improvement and individual student needs assessment. Grade 4 standards-based assessment in reading used for accountability. Criterion-referenced assessment of reading basic skills at grade 2 for all students. Used for identification of students significantly below grade level in basic reading skills and for reading curriculum improvement.

Question 1.1 Briefly describe the overall state assessment program as it existed in 1999-2000.

State	Response
WI	The Wisconsin Student Assessment System (WSAS) is comprised of three components: 1) Wisconsin Reading Comprehension Test (WRCT): 3rd Grade 2) Wisconsin Knowledge and Concepts Examinations: 4th, 8th, & 10th Grade 3) Wisconsin High School Graduation Test: 11th, & 12th Grade There are three primary purposes of pupil assessment in Wisconsin: (1) to evaluate the quality and level of pupil achievement and indicate what pupils, teachers, schools, districts and states can do to improve their performance; (2) to provide accountability information (the relationship between public investment in education and pupil achievement); and (3) to provide information which can be used by teachers and pupils in decisions relating to remediation, program placement, career paths and ranking. Different types of assessments are administered depending on the kind of information sought.
WV	Since 1996, the Statewide Assessment Program has consisted of multiple assessments. The purposes of the assessments vary and the participation of students is determined by grade level. The West Virginia State Board of Education Policy 2340: The Statewide Assessment Program requires that the State Department of Education: (1) provide an operational framework to administer an effective and efficient statewide assessment program, (2) protect the integrity of the test data and (3) support the use of assessment data to improve instruction. The Metropolitan Readiness Test (MRT) is used to evaluate the progress of students in kindergarten. Results are not part of the measures used for accountability and are not reported on the students' permanent record cards. Included in the Statewide Assessment Program is the norm-referenced Stanford Achievement Test, Ninth Edition (SAT-9). The assessment is designed to measure achievement in the basic skills taught in schools throughout the nation. The SAT-9 is used in grades 1-11 in West Virginia public and most of the non-public schools. Items for the Stanford Achievement Test are organized by content categories that reflect the educational objectives commonly found in state and district curriculum guides, published textbooks and basal series, instructional programs and criterion-referenced assessment instruments. The subject areas measured are Reading, Mathematics, Language, Spelling, Listening, Study Skills, Science and Social Science. SAT-9 results for grades 3-11 are reported annually by county and state levels, while results from grades 1 and 2 are used only for instructional diagnostic purposes. Results from grades 1 and 2 are not placed on the students' permanent record cards, included in accountability measures, or reported. Students in grades 4, 7 and 10 participate in the West Virginia Writing Assessment. Purposes of the writing assessment include direct assessment of composition skills, identification of possible weaknesses in writing programs across the state and identification of children needing additional assistance in specific writing skills. Measures of English, Mathematics, Reading and Science Skills for West Virginia 8th graders are generated via the norm-referenced ACT EXPLORE. In addition, information about students' educational and career plans, interests, high school coursework plans and self-identified needs for assistance is gathered and reported. West Virginia State Board of Education Policy 2510: Assuring the Quality of Education Regulations for Education Programs requires that career awareness, exploration activities and ACT EXPLORE results be used by 8th graders to develop individualized student plans for the 9th and 10th grades (effective for entering 8th graders in 1998-1999 school year). Students randomly selected in grades 4, 8 and 12 have specific academic areas assessed by the National Assessment of Educational Progress (NAEP). Assessment results are reported only by grade level within the states participating in the NAEP testing. No individual student results, individual school results or individual county results are generated.
WY	In 1999-2000, the Wyoming Comprehensive Assessment System (WyCAS) was administered to all Wyoming students in grades 4, 8, & 11. WyCAS is a standards-based assessment in reading, writing, and mathematics that also includes a CTB TerraNova survey battery in reading, language, and mathematics. Results are used for school improvement purposes and as part of the Title I assessment system. A vocational education assessment for grades 9-12 students enrolled in vocational programs was also administered. Students were assessed in applied communication, mathematics, and science; in affective and thinking skills; and in pre-employment and employability skills. Results are used to set grant priorities for vocational education.

Question 1.2

What important changes, additions, or deletions occurred in your state's assessment program during 1999-2000? Explain each change, addition, or deletion and who initiated them.

State	Governor	State Board of Education	Legislature	State Dept of Education	Other	No Significant Changes
AK		Grade 8 on the CAT/5 was dropped and grade 7 added.		The state began testing students with standards-based exams in reading, writing and mathematics at grades 3, 6 and 8 and high school. The high school exam, called the High School Graduation Qualifying Examination (HSGQE) is first administered to second semester sophomores who may re-take the exam twice per year until graduation and then twice per year for up to three years after leaving high school. Students must pass the high school graduation in order to receive a diploma (effective date is January 1, 2002).		☐
AL		Implemented a kindergarten, grade 1, and grade 2 assessment for the diagnosis of early learning difficulties. Developed alternate assessment for special education students who cannot participate in the regular state assessments.	Passage of Act No. 2000-753 returning authority for statewide assessments to the State Board of Education and the State Department of Education.			☐
AR						☑
AS						☑
AZ				We established a Mathematics Task Force to define the high school performance objectives that will be tested by AIMS.		☐
CA			Legislation was passed in 2000 that authorized a standards based assessment including direct writing assessment in elementary and middle school.			☐

Question 1.2

What important changes, additions, or deletions occurred in your state's assessment program during 1999-2000? Explain each change, addition, or deletion and who initiated them.

State	Governor	State Board of Education	Legislature	State Dept of Education	Other	No Significant Changes
CO			With the passage of SB-186, several new assessments were added to CSAP. Grade 5 math and grade 8 math and science were assessed for the first time. A total of 8 assessments were administered at five grade levels.			☐
CT						☑
DC			The school system field tested and piloted items for the DCPS Reading and Mathematics Examination. This examination is mandated and documented in the District of Columbia Municipal Regulations.	The school system piloted the writing component of the SAT9.		☐
DE						☑
DoDEA	NA	NA	NA	NA	DoDEA is a federal government organization within the Department of Defense.	☑
FL						☐
GA	CRCT were administered for the first time in Spring 2000. Governor signed legislation to develop, implement, and use CRCT results.	State Board of Education approved and supported CRCT development and implementation.	State legislature appropriated funds to develop and implement the CRCT.	State Superintendent of Schools initiated development of the CRCT, which was overseen by department staff.		☐
GU						☑

Question 1.2

What important changes, additions, or deletions occurred in your state's assessment program during 1999-2000? Explain each change, addition, or deletion and who initiated them.

State	Governor	State Board of Education	Legislature	State Dept of Education	Other	No Significant Changes
HI				Implementation of the Stanford Achievement Test (9th Ed., Abbreviated) subtests in reading (reading comprehension) and mathematics (mathematics problem-solving) in grades 3, 5, 8, and 10. Field test administration of the Hawaii Content and Performance Standards II State Assessment (standards-based criterion referenced test) in reading, writing, and mathematics. The reading and mathematics components consisted of both selected response and constructed response items and tasks. The writing assessment was a prompt-driven assessment with an administration time that varied with the grade level.		☐
IA	There were no changes for schools relative to the state's accountability progress for the 1999-2000 school year.			Initiated, Legislature passed and Governor signed in 1999 a bill requiring a high level of accountability for student achievement. Will impact voluntary assessment program due to the use of the building and district-level assessment results.		☐
ID			Added a ten minute reading assessment for grades K-3.			☐

Question 1.2

What important changes, additions, or deletions occurred in your state's assessment program during 1999-2000? Explain each change, addition, or deletion and who initiated them.

State	Governor	State Board of Education	Legislature	State Dept of Education	Other	No Significant Changes
IL				Contractors were found for the PSAE exam, I.e., ACT in Iowa City. The PSAE will consist of three components: the ACT, Work Keys, and Illinois state generated questions. Performance standards will be set under direction of ACT professionals based on definitions from Illinois educators. The PSAE is administered in grade 11. It is not a requirement for graduation.		☐
IN						☑
KS		Revised curricular standards were approved, and new assessments were written for the 1999-2000 academic year, based upon those revised standards. Mathematics, writing, and reading were tested in 2000; science and social studies will alternate with writing in 2001. Alternate Assessments and modified assessments are being developed and will be added in 2001 for a small percentage of students with disabilities.				☐

Question 1.2

What important changes, additions, or deletions occurred in your state's assessment program during 1999-2000? Explain each change, addition, or deletion and who initiated them.

State	Governor	State Board of Education	Legislature	State Dept of Education	Other	No Significant Changes
KY		During 1999-2000 a resetting of Kentucky's standards was approved by the Kentucky Board of Education, and two of the six steps were implemented during that academic year. The other four steps will be completed during the 2000-2001 academic year. The resetting was necessitated by changes in the KCCT initiated in 1998. To date nearly 1600 teachers have participated in the process. Final approval of the new standards by the Board of Education should occur in June, 2001.		Because of major changes in the testing system in 1998, comparisons between KIRIS and CATS are not appropriate. Words like 'gain', 'growth', 'improvement', or 'decline' are not appropriate ways to describe the difference between 1996-98 scores on KIRIS and the 1999-2000 Kentucky Core Content Test results of CATS. Because of this lack of ability to compare the two tests, neither the old nor the new long-term accountability models are appropriate for determining rewards and assistance in the year 2000. An interim accountability system was devised for use during 1998-1999 and 1999-2000 for the purpose of rewards and assistance. The two year results will form a new baseline for use in the accountability system which has a goal of moving all children to proficiency by 2014. The Department is also engaged in a study of the possible use of the NRT for the purposes of measuring longitudinal gains with the same cadre of students.		☐

Question 1.2

What important changes, additions, or deletions occurred in your state's assessment program during 1999-2000? Explain each change, addition, or deletion and who initiated them.

State	Governor	State Board of Education	Legislature	State Dept of Education	Other	No Significant Changes
LA		Approved the High Stakes Testing Policy that holds students in grades 4 and 8 accountable for grade promotion to 5th and 9th grade. This policy states that students in these grades must pass both English and Math at the Approaching Basic level of performance on this assessment. Students performing at the Unsatisfactory level (in either English or Math) are offered summer school, remediated on the Unsatisfactory tests and retested in the summer. If students pass the parts (English and/or Math) at the Approaching Basic or better level of performance they will proceed to the next grade, as long as they meet other local requirements. Students who are retained are placed in transitional classrooms or return to either grade 4 or 8. Each school district has a local Pupil Progression Plan dealing with this policy.			Local school districts held summer school for those students in need of remediation as per the High Stakes Testing Policy.	☐
MA					Harcourt Educational Measurement replaced Measured Progress as the state testing contractor in spring 2000.	☐
MD				High School Assessments were developed in English I, Government, Algebra, Geometry, and Biology in 1998-1999 and field tested in the 1999-2000 school year.		☐

Question 1.2

What important changes, additions, or deletions occurred in your state's assessment program during 1999-2000? Explain each change, addition, or deletion and who initiated them.

State	Governor	State Board of Education	Legislature	State Dept of Education	Other	No Significant Changes
ME			Maine's Learning Results legislation requires the Maine Educational Assessment to be the state's measure of achievement of the new standards. The legislating also calls for the development of local assessment as part of a comprehensive state and local approach to measure the new standards.	The Commissioner of Education appointed an Assessment Design Team to advise the development of the new assessment effort. Since implementation, new on-going committees have been formed to provide technical advice as well as policy advice. An 18 member Policy Advisory Committee and 8 member Technical Advisory Committee, provide on-going advice to the Department on the implementation of both state and local assessment initiatives.		☐
MI	Initiated the Michigan Merit Award Program - a scholarship program which gives $2500 to students who meet or exceed state standards on the mathematics, reading, writing and science High School Tests. An additional $500 is available to middle school students based on their performance on the 7th and 8th grade tests. The Governor also issued an Executive Order transferring the assessment program from the Department of Education to the Department of Treasury.		Approved the Governor's proposal, stated above.			☐

Question 1.2

What important changes, additions, or deletions occurred in your state's assessment program during 1999-2000? Explain each change, addition, or deletion and who initiated them.

State	Governor	State Board of Education	Legislature	State Dept of Education	Other	No Significant Changes
MN				The department has scaled the MN Basic Standards Tests, high stakes tests required for high school graduation. A scale score of 600 or higher is required for eligibility for a diploma.	Administrative Law Judge approved rule amendments to hold the required passing scores for the Basic Standards Tests at 75% and not increase to 80% as intended in the original rule. Basic standards tests are now scaled. An SS of 600 is required to pass the reading and math tests as of June 2000.	☑
MO			The General Assembly of Missouri passed bill 889 which requires students to retake the state assessment if they score in Step 1 of the Achievement Levels.	Funding to offset costs of AP exams/dual credit fees in math, Communication Arts and Science.	Using MAP Data for School District Accreditation.	☐

Question 1.2

What important changes, additions, or deletions occurred in your state's assessment program during 1999-2000? Explain each change, addition, or deletion and who initiated them.

State	Governor	State Board of Education	Legislature	State Dept of Education	Other	No Significant Changes
MP		The State Board of Education revised their Policy on System wide assessment that gave a clearer direction on the implementation of the statewide testing procedures.		The CNMI Public School System has recently begun its effort in the development of a Comprehensive Student Accountability Plan that addresses the State Standards on what students are expected to learn and do. The First Year project that started last school year was focused on the Reading Assessment and was designed to administer a Reading Diagnostic Assessment at Grades 1 as students enter the school system, and the benchmark grades at 4, 8, and 11. The Second Year project which is targeted to begin this August will be focused on Math and Writing. The benchmark grades for these content tests have also been identified. In the third and fourth year project, Science and Social Studies Assessment will be developed respectively.		☐

Question 1.2

What important changes, additions, or deletions occurred in your state's assessment program during 1999-2000? Explain each change, addition, or deletion and who initiated them.

State	Governor	State Board of Education	Legislature	State Dept of Education	Other	No Significant Changes
MS		Approved implementation of plan for revision of the Mississippi Curriculum Content Assessment System to include 1) criterion referenced testing in grades 2-8, 2) norm referenced testing in grades 3-8, and 3) new secondary end-of-course assessments (Algebra 1, Biology 1, English II, US History from 1877) that will replace the Functional Literacy Examination as requirements for high school graduation. The plan also includes a provision for k-2 informal classroom assessments and will continue administration of ACT WorkKeys and occupational skills assessments for vocational program completers. Approved contracts to vendors for each of these components.		Coordinated evaluations of proposals and negotiated contracts with vendors to enact revised assessment plan described above.	Development of occupational-specific assessments for program completers in additional program areas.	☐
MT		Approved a statewide assessment for grades 4, 8, 11. The ITBS/ITED was selected as the test to be administered.				☐
NC		The open-ended assessments at grades 4 and 8 were reinstated effective with the 1999-00 school year.				☐

Question 1.2

What important changes, additions, or deletions occurred in your state's assessment program during 1999-2000? Explain each change, addition, or deletion and who initiated them.

State	Governor	State Board of Education	Legislature	State Dept of Education	Other	No Significant Changes
ND	The Governor's budget included the budget request of the Department of Public Instruction in its proposed budget to the North Dakota Legislative Assembly.		The North Dakota Legislative Assembly appropriated the funding requested by the North Dakota Department of Public Instruction with which to select, purchase and administer a nationally normed standardized achievement and group ability test at selected grade levels in North Dakota.	The North Dakota Department of Public Instruction requested and received additional funding from the North Dakota Legislature and Governor with which to select, purchase and administer state-wide a new norm-referenced standardized achievement and group ability test to students at selected grade levels.		☐
NE			New Legislation 79-760 which sets up the assessment system described in Question 1.1.			☐
NH				The degree of achievement required for each proficiency level was reviewed and recalculated to make the proficiency levels more consistent and, therefore, make it easier to interpret differences in student performance between grades and among content areas.	Working in cooperation with the assessment committee of the State Superintendents Association, a data disk was developed. This disk allows local districts to aggregate and disaggregate assessment data based on several predetermined variables as well as variables defined at the local level. Work has also begun on the development of a special education alternate assessment to be administered statewide starting in May 2001.	☐
NJ						☑
NM			1. Change in NM Achievement Assessment Program at grades 4, 6, and 8 to add grades 3, 5, 7, and 9. 2. Development of new high school assessment at grade 11.			☐

Question 1.2

What important changes, additions, or deletions occurred in your state's assessment program during 1999-2000? Explain each change, addition, or deletion and who initiated them.

State	Governor	State Board of Education	Legislature	State Dept of Education	Other	No Significant Changes
NV	The 1999 Legislature mandated new Criterion-Referenced Tests in Reading and Mathematics in grades 3 and 5, for introduction in the Spring of 2001 as a field trial of these examinations. The Governor concurred.	The 1999 Legislature mandated new Criterion-Referenced Tests in Reading and Mathematics in grades 3 and 5, for introduction in the Spring of 2001 as a field trial of these examinations. The State Board of Education Passed regulations supporting this requirement.	The 1999 Legislature mandated new Criterion-Referenced Tests in Reading and Mathematics in grades 3 and 5, for introduction in the Spring of 2001 as a field trial of these examinations.	The 1999 Legislature mandated new Criterion-Referenced Tests in Reading and Mathematics in grades 3 and 5, for introduction in the Spring of 2001 as a field trial of these examinations. (The State Department of Education initiated the development of these tests through design of test frameworks. The Legislature provided resources for test development.)		☐
NY		Board of Regents established new learning standards and approved the development of new or revised assessments fully aligned with the standards.		The Department continued to administer more rigorous new 4th and 8th grade and high school level assessments in English language arts and mathematics that are aligned to the learning standards. It also added a new assessment in high school level social studies and grade 9 science.	Competency tests will be phased out as graduation requirements and replaced with more demanding Regents examinations in English, Math, Social Studies, and Science.	☐

Question 1.2

What important changes, additions, or deletions occurred in your state's assessment program during 1999-2000? Explain each change, addition, or deletion and who initiated them.

State	Governor	State Board of Education	Legislature	State Dept of Education	Other	No Significant Changes
OH			Limited English proficient students who have less than two full years of instruction in schools of the United States may be given a temporary exemption from participation in proficiency testing. This temporary exemption expires when the student has completed two years of instruction in schools of the United States. The temporary exemption does not remove the requirement for such student to pass all required ninth-grade proficiency tests as part of graduation. This change was initiated by districts through the department's recommendations to the legislature.			☐
OK			Legislature voted out testing of the Grade 3 and 7 Norm Referenced test. No NRT tests were required.			☐
OR		Approved the Spanish "side-by-side" assessments as being Standard Administration for mathematics. These assessments have been provided in writing, mathematics problem solving, and multiple-choice mathematics. The state is also testing the ability to use Russian/English versions of the mathematics test. Students may take the writing assessment in Spanish, but it does not serve as a standard administration.		Alternate assessments for students with disabilities have been developed and field tested. They include assessments of life skills and lower levels of reading, writing and mathematics.		☐

Question 1.2

What important changes, additions, or deletions occurred in your state's assessment program during 1999-2000? Explain each change, addition, or deletion and who initiated them.

State	Governor	State Board of Education	Legislature	State Dept of Education	Other	No Significant Changes
PA		Withdrew the writing assessment for the 1999-2000 year.		Increased information on the student reports relative to the Standards. Did not have a writing assessment this year.		☐
PR				An essay writing test was added and administered as part of the Spanish assessment to 9th grade students.		☐
RI		Piloting of the alternate assessment for students with severe disabilities		All children at a grade level are now included in the denominator when reporting percentage of students meeting each performance level.		☐
SC						☑
SD			$500,000 has been earmarked for criterion referenced testing.	SD Department of Education has been charged with the development of criterion referenced tests.		☑

Question 1.2

What important changes, additions, or deletions occurred in your state's assessment program during 1999-2000? Explain each change, addition, or deletion and who initiated them.

State	Governor	State Board of Education	Legislature	State Dept of Education	Other	No Significant Changes
TN		Tennessee code requires the development of high school subject matter assessments to be used to generate value added measures of system, school, and teacher effect on the academic gain or growth of students in high school as well as elementary and middle school. Currently, development has been undertaken to phase in a total of 10 assessments covering 13 specific subjects for this purpose. Additionally, the current competency test will be replaced with the requirement for each student to pass a state administered test in Algebra I, Biology, and English II as a part of the requirement for earning a regular state diploma. This requirement will apply to the freshman class of 2001-2002.		Contracts for the development of the three Gateway tests in Algebra I, Biology I, and English II have been awarded with first administration of Algebra I and biology to begin during fall, 2001. Alternative assessment portfolios have been developed and field tested for students for whom the regular TCAP assessments are not appropriate with implementation scheduled for the 2000-01 school year.		☐

Question 1.2

What important changes, additions, or deletions occurred in your state's assessment program during 1999-2000? Explain each change, addition, or deletion and who initiated them.

State	Governor	State Board of Education	Legislature	State Dept of Education	Other	No Significant Changes
TX		In July 1997 the State Board of Education completed the adoption of the Texas Essential Knowledge and Skills (TEKS) as the new state mandated curriculum. Beginning with the 1998-1999 school year, districts were required to use the TEKS, rather than the essential elements (EE), as the basis for instruction. The implementation of this new curriculum made it necessary to link the TAAS and end-of-course tests with the TEKS. The 1998-1999 school year marked the beginning of the transition of the TAAS, which was originally based on the essential elements, to an assessment that is aligned with the TEKS. This process was completed in the 1999-2000 school year.	In 1999, the 76th Texas Legislature mandated a new statewide testing program of increased rigor, size, and scope to be implemented in the 2002-2003 school year. The exit level assessment required for graduation will be moved from grade 10 to grade 11 and be increased in scope to test English language arts, mathematics with the use of technology, social studies, and science. Some tests at other grade levels will also be moved or added--grade 9 testing, writing in grade 7, science at grades 5 and 10, and social studies in grade 10. The legislature also passed a bill in 1999 requiring satisfactory performance on the TAAS affecting grade 3, 5, and 8 students, before promotion to the next grade level. This bill mandates new passing requirements beginning in 2002-2003 for the reading test at grade 3, beginning in 2004-2005 for the reading and mathematics tests at grade 5, and beginning in 2007-2008 for the reading and mathematics tests in grade 8. As specified by these requirements, students may advance to the next level only by passing these tests or by unanimous decision of grade placement committees as likely to perform at grade level after accelerated instruction. The bill requires that these tests be administered three times during the school year and that results be reported to the appropriate			☐

Question 1.2

What important changes, additions, or deletions occurred in your state's assessment program during 1999-2000? Explain each change, addition, or deletion and who initiated them.

State	Governor	State Board of Education	Legislature	State Dept of Education	Other	No Significant Changes
			school district not later than ten days after receipt of the test materials by the agency or its test contractor.			
UT			H.B. 177 ASSESSING, REPORTING, AND EVALUATING STUDENT PERFORMANCE An act relating to public education; establishing a Utah Performance Assessment System for Students (U-PASS) to provide evaluative information on student performance; modifying definitions; providing for the phasing in of assessment tools; expanding the performance assessment duties of the State Board of Education; providing for full implementation of the system by the 2004-05 school year; providing for student behavior indicators; providing a mechanism to identify and assist schools not achieving acceptable levels of student performance; modifying the school district performance report.			☐
VA						☑
VI						☑
VT					A voluntary sample of writing portfolios was submitted and scored at the statewide scoring institute. This was conducted in order to provide student work for the standard setting process.	☐

Question 1.2

What important changes, additions, or deletions occurred in your state's assessment program during 1999-2000? Explain each change, addition, or deletion and who initiated them.

State	Governor	State Board of Education	Legislature	State Dept of Education	Other	No Significant Changes
WA						☑
WI	The Wisconsin model Academic Standards were adopted under the Governor's Executive Order #326 issued January 13, 1998.		Amended statutes contain provisions requiring school boards to develop advancement policies from 4th to 5th grade and 8th to 9th grade using state test, pupil academic performance, teacher recommendation, and any other relevant academic criteria. Amended statutes to contains provisions requiring school boards to develop graduation policies that used the High School Graduation Test, pupil academic performance and teacher recommendations. Statutes further amended to require Graduation Test score to be on student's transcript.	The department developed guidance to implement new amended assessment statutes.		☐
WV						☑
WY						☑

Question 1.3

What assessment projects, if any, does your state have under development or plan for the next two years (September, 2000 to August, 2002)? Please describe each project briefly.

State	Response
AK	We are currently re-focusing our High School Graduation Qualifying Examination on basic academic competencies. The initial forms of the exam required academic competencies above what could be justified as a basis for denying a diploma, especially in mathematics, but also in reading and writing.
AL	Currently reviewing the state assessment program in order to have a more balanced program. (Act. No. 2000-753)
AR	We will pilot end of level exams in algebra, geometry, reading, and writing. We are field testing the Alternate Portfolio System.
AS	Statewide Assessment for each content area.
AZ	The state will continue to administer the Stanford 9 and AIMS. The voters have passed a proposition that requires all instruction to be conducted in English. This leaves questions regarding assessing student progress in languages other than English. Exempt students may take the Aprenda (Stanford 9) and AIMS is available in Spanish at grades 3, 5 and 8.
CA	A high school "exit" examination that all students will be required to pass in order to receive a diploma beginning with the graduating class of 2004 is under development. By statute, the first administration, on a voluntary basis for students in grade 9, will occur in spring 2001. An English Language Development test for students whose primary language is other than English will be administered to students in grades K-12, starting in 2001. The purpose of the test is to assess English language proficiency in order to identify English learners and to measure growth over time. The California Mathematics Standards Tests for grades 8-11 will be administered as stand alone tests using new Stanford 9 items in 2001. The math tests for grades 2-7 are to be stand alone in 2002. California Science and History-Social Science Standards Test for grades 9-11 are being added to the STAR program in 2001.
CO	1. Expansion of CSAP includes reading in grades 3-10 (2001), writing in grades 3-10 (2002), and mathematics in grades 5-10 (2002). 2. Development of alternative assessments in reading, writing, and mathematics for all appropriate grades. 3. Administration of the ACT to all grade 11 students at state cost (2001).
CT	The Third Generation CMT and Second Generation CAPT development has been underway for the last three years and development continues. Implementation of both programs will be in the academic year 2000-2001.
DC	Under development are the DCPS Reading and Mathematics Proficiency Examination (RMPE) and end-of-course examinations for secondary students. The RMPE is a criterion-oriented instrument that is designed to determine if district students have attained a basic skill level in reading and mathematics prior to graduation. It is developed around a subset of the secondary reading/language arts and mathematics standards. The end-of-course examinations are being developed and piloted in the core secondary courses (algebra I, biology, chemistry, U.S. History, English III). They are designed to measure how well students have achieved course standards. The RMPE is scheduled for implementation in SY 2001-2002 . End-of-course examinations are being developed and piloted over a three year period. An alternate assessment will be developed for students in the special populations who cannot take the SAT9. The alternate assessment will be a portfolio system.
DE	(9/2000 to 8/2002) The Delaware Student Testing Program (DSTP) will be expanding to additional grade levels in the areas of reading, writing, and mathematics beginning with a field test in March 2001. The tests are planned to become operational in Spring 2002 in grades 2, 4, 6, 7, and 9.
DoDEA	1. Select and implement CRT, criterion-referenced tests, for Math and Language Arts at grades 4, 8, 10. 2. Select and Implement Algebra I End of Course test. 3. In SY2001, DoDEA Writing Assessment will have 1) a refinement of rubric, 2) the setting of new cut points, 3) change to assessment grades 5, 7, 9. In SY2005, grades 7 and 9 will have the option of computer entry while computer entry will be required in SY2004.
FL	

Question 1.3 What assessment projects, if any, does your state have under development or plan for the next two years (September, 2000 to August, 2002)? Please describe each project briefly.

State	Response
GA	The Georgia Alternate Assessment was administered for the first time in Spring 2001. Criterion-Referenced Competency Tests (CRCT) will be expanded to include grades 1-8 beginning Spring 2002.
GU	GDOE is currently developing a Request for Proposal relative to the development of a criterion referenced test that is aligned with the adopted Content Standards and Performance Indicators. The project is expected to start August 2001.
HI	Implementation of the Hawaii Content and Performance Standards II (HCPS II) State Assessment which is comprised of a norm-referenced component (the Reading Comprehension subtest and the Mathematics Problem-Solving subtest of the Stanford Achievement Test [9th Ed.] Abbreviated, and a locally developed (in cooperation with Harcourt Brace Measurement Company), criterion-referenced standards-based assessment. This standards-based state assessment is one of two tiers in the state assessment system. The second component is designed to provide support to schools for sound, standards-based school/classroom assessment practices.
IA	Assessment projects include: 1) Statewide Classroom Assessment Literacy training (learning teams) for local school districts, facilitated by intermediate service unit area education agency staff. 2) Development of test modules to provide another technically adequate option for school districts to meet multiple measure requirements (in mathematics and reading) of HF 2272. The development of these modules is being conducted under an AEA collaborative project.
ID	The development of standards based assessments to be used with the graduating class of 2005.
IL	Standard Setting for the PSAE. To be conducted by ACT.
IN	Develop science and social studies assessments, modify current assessment to reflect new standards adopted in English and mathematics.
KS	Science and social studies assessments will become operational in 2001. Alternate and modified assessments for a small percentage of students with disabilities will go online in 2001. Plain English assessments will be written as an accommodation for English language learners.
KY	The main project is completion of the setting of the new standards. Some experiments with on-line administration of the KCCT are being considered.
LA	GEE for the 21st Century (GEE 21) will begin implementation in the Spring (March) of 2001. It will assess first time tenth-grade students in ELA and Math. In Spring 2002, GEE 21 will assess 11th grade students in Science and Social Studies. Additionally, Louisiana Alternate Assessment (LAA) will begin implementation for those students who meet the participation criteria. These students represent no more than 1.5% of Louisiana students from each school district. This assessment is designed for those students whose Individual Educational Profiles (IEP) reflect significant modifications of the general education curriculum and have an emphasis on functional and life skills.
MA	To reduce the testing burden at any one grade, the Department plans to spread testing out over more grades (3,4,5,6,7,8, and 10). The following MCAS tests will be administered for the first time in spring 2001: grade 3 Reading (replacing the Iowa Tests of Basic Skills), Grade 5 Science and Technology/Engineering and History and Social Science, grade 6 Mathematics, and grade 7 English Language Arts. The grade 8 ELA test will be administered for the last time in spring 2001. Development is underway for discipline-specific tests in Science and Technology/Engineering at grade 10. Beginning with the graduating class of 2003, grade 10 students will be required to pass MCAS tests in English Language Arts and Mathematics in order to graduate. An MCAS Alternate Assessment for students with severe disabilities was pilot tested in spring 2000 and will be fully implemented in spring 2001. Ongoing technical studies and analyses related to MCAS results will be conducted.
MD	In 1998-1999 the Maryland State Department of Education developed High School Assessments in the content areas of English I, Government, Algebra, Geometry, and Biology. The tests were field tested during the 1999-2000 school year. Passing the tests may become a high school diploma requirement.
ME	Development and implementation of alternate assessment strategies for students with needs not accommodated by the current format of the MEA tests. Also, a pilot assessment portfolio project is underway to assist local schools in strengthening the assessment programs.

Question 1.3 What assessment projects, if any, does your state have under development or plan for the next two years (September, 2000 to August, 2002)? Please describe each project briefly.

State	Response
MI	1. The MEAP office is currently in the process of developing assessments for the next generation of elementary, middle/jr. high and high school tests in the content areas of reading, writing, mathematics, and science. The current tests are based on the model core curriculum Outcomes document that was approved by the state board of education in 1991. The new assessment plans will be based on the Curriculum Content Standards which were adopted by the state board of education July 1995. Some of the significant changes related to new assessment plans are constructed-response test items for all grade and levels and the English Language Arts assessment will now be one assessment instead of separate reading and writing tests. A listening component will also be added.
MN	High school Comprehensive Assessments to evaluate student progress in the High Standards at the secondary level in reading, writing and mathematics. The Grade 10 Reading Test and the Grade 11 Math Test are currently undergoing field testing (March, 2001.) Both tests will be implemented in 2002. A test for English Language Learners is under development and a Grade 7 Minnesota Comprehensive Assessment in Reading, Math and Writing (?) is under consideration at this time.
MO	Health/PE Test is mandatory in 2001. Fine Arts was field tested in the Spring of 2000, given on voluntary basis in 2001. MAP A is required in 2001.
MP	The CNMI Public School System is engaged in the development of the Comprehensive Student Accountability Plan. The design of the Assessment Model for the Public School is triangular that addresses student self-assessment, teacher assessment and classroom assessment. The Classroom Assessment comprises of the SAT9, ACT, SAT, ASVAB and the Standard based Reference Assessment Tool which will be administered at benchmark grades and will spin off during school year 01-02. The first year of the project is the development of the Reading Assessment that includes a Diagnostic Assessment for all students entering grade1 and for benchmark grades 4, 8, and 11. In addition to this, the CNMI Public School System is also working along with the Assessment Team to come up with an Alternate Assessment for those students who are not able to participate in the large scale and that this would also fulfill IDEA requirements.
MS	Finalize revision of primary assessment system as described above. Implement fully validated "live" assessments for usage in new state accreditation system. Begin phase-in of secondary end-of-course exams as replacement for current high school exit exam.
MT	1. Continued development of the Montana Comprehensive Assessment System (MontCAS) that aligns to the state content standards, and includes shared responsibility between local and state entities. Phase 1 includes administering a single statewide norm-referenced test for all students in Grades 4, 8, and 11, and identifying the standards that can be measured with this test. Phase 2 will involve identifying methods of measuring the standards that have not been measured in Phase 1. 2. Planning for a major professional development effort is underway with the key statewide stakeholders - teachers groups, administrators, state offices, school boards, etc. - that will focus on the alignment of content standards, curriculum, instruction and assessment.
NC	(1) North Carolina is in the process of developing a multiple-choice high school exit exam, a graduation requirement, to be administered to all students in grade 11 effective in 2004; (2) In response to the 1997 revised IDEA legislation, North Carolina is in the process of developing an alternate assessment portfolio (for students with serious cognitive disabilities), a computerized adaptive testing system measuring reading and mathematics (students functioning off grade level) for students with disabilities who are currently being exempted from the statewide assessment initiatives due to IEP requirements and inappropriateness of printed tests as no off-level testing is permitted, and an alternate assessment academic inventory in the areas of reading, mathematics, and writing, designed as a checklist for teachers to use to assess students with disabilities who cannot access the statewide testing program using other available measures; (3) the mathematics end-of-grade tests in grades 3-8, Algebra I, Geometry, and Algebra II end-of-course tests are being revised to align with the mathematics curriculum which was revised in 1998; (5) revision of science end-of-course tests in the areas of physical science, biology, chemistry, and physics to align with the revised science curriculum adopted by the SBE in 1999; (6) revision of all English language arts tests in grades 3-12 to align with the revised English language arts curriculum adopted by the State Board of Education in December 1999; (7) Revision and merger of the North Carolina Tests of Computer Skills (multiple-choice and performance) into a single performance test to be administered at the computer as an online assessment to be scored at and by the computer; (8) piloting administering other North Carolina tests on line. In addition, North Carolina will be exploring the feasibility of involving North Carolina teachers in the scoring of writing and using a customized trait model to score the writing assessments at all levels assessed.

Question 1.3 What assessment projects, if any, does your state have under development or plan for the next two years (September, 2000 to August, 2002)? Please describe each project briefly.

State	Response
ND	State Assessments that are fully developed and referenced to the state standards and benchmarks are: North Dakota Reading Test North Dakota Writing Test, North Dakota Listening Test, North Dakota Speaking Test, North Dakota Mathematics Test. The North Dakota Science Test is currently under development.
NE	Statewide professional development for teachers and administrators in assessment literacy. Statewide training using the Learning Team approach out of the Assessment Training Institute in Portland, Oregon. Mathematics assessment development--criterion referenced and classroom assessment development--led by Educational Service Units and NDE
NH	Continue implementing local educational assistance program funded by Legislature. Work with local school districts on interpreting data and developing educational improvement plans. Work on incorporating assessment results into a state report on the condition of education's statewide and on a district-by-district and school-by-school bases. The Department has established guidelines for including children with disabilities in an alternate assessment for those NH children who cannot participate in the general assessment with or without accommodations. We will be reporting the assessment results in the fall of 2001.
NJ	Implementing the grades 4 and 8 test in Social Studies. Implementing the HSPA as the new graduation test.
NM	1. Development of new high school exit examination; 2. Selection of a uniform reading assessment at grades K-3
NV	Development of criterion-referenced tests in reading and mathematics at grades 3 and 5, for introduction in spring, 2001. These tests will consist primarily of selected response items but will include one or two constructed response items in each subject. All tests will reflect the new standards adopted in 1998-99. We expect the 2001 legislature to add the requirement of CRTs in mathematics and reading (and possibly science) for introduction at grade 8 by 2004.
NY	New revised formats are being pretested and field tested in intermediate and high school science and elementary, middle and high school social studies.
OH	Ohio's testing programs are going to be undergoing major revision due to the new legislation effective September 2001. Am. Sub. Senate Bill 1 extends the phasing out of the current ninth grade tests for two more years, thus delaying the new graduation tests which now will affect the graduating class of 2007. This new legislation requires new academic content standards and curriculum frameworks to be in place prior to the administration of the new graduation tests. Also diagnostic tests, grades K-2 in reading, writing, mathematics and grades 3-8 in reading, writing, mathematics, social studies and science, will be provided by the State and will be phased in starting FY2003 replacing the Competency Based Education (CBE) assessments required of districts. The CBE's have been discontinued effective FY2002 . The new assessments will cover grade levels K-8 (achievement tests) and the new graduation tests will cover content through the end of tenth grade. Achievement tests in grades 3 through 8 will replace the current 4th and 6th grade proficiency tests.
OK	Development and field testing of a Grade 3 criterion referenced test will occur in the 2001-2002 school year. Implementation of End-of-Instruction tests in English II and United States history will occur in the 2000-2001 school year. End-of-Instruction field testing will occur in Biology and Algebra during the 2001-2002 school year . It is a graduation requirement to take the end-of-instruction tests. Grade 4 will be tested using a Norm-Referenced test in reading, mathematics, and language arts for the 2001-2002 school year.
OR	Oregon is moving to a levels testing format for reading and mathematics. We will continue to develop the assessment system to allow students to demonstrate mastery at the Certificate of Initial Mastery level (approx. grade 10) and at the Certificate of Advanced Mastery level (approx. grade 12) in reading, writing, mathematics, science and social studies. Further work is under development in implications for students with special needs as well as students with languages other than English as their primary language. The development of an Internet-based on-line testing system will be piloted in 2001 to facilitate "re-testing" or testing at times other than during the traditional assessment window.

Question 1.3 What assessment projects, if any, does your state have under development or plan for the next two years (September, 2000 to August, 2002)? Please describe each project briefly.

State	Response
PA	In 2000-2001 individual student subscales by Academic Standards will be included in the student reports, all students will participate in the state writing assessment at Grades 6, 9, and 11, the writing assessment will be changed to yield individual results (as well as school level standards based results), and there will be a trial performance standard level setting session. In 2000-01 performance standards will be set for the PSSA by grade and subject level. The writing assessment will be reinstated in the 2000-01 school year for grades 6, 9 & 11.
PR	Puerto Rico Psychometric Corporation will continue to work with the Puerto Rico Department of Education in the state assessment program.
RI	Identification of a statewide assessment to measure English language acquisition to be operational in FY 03.
SC	South Carolina will administer PACT Alternate Assessments to students in grades 3 - 8 in spring 2001. The South Carolina Readiness Assessment will be given in grades 1 and 2.
SD	As mentioned above, a criterion referenced test related to the standards, needs to begin in the school year 2000-2001. South Dakota is piloting an on-line CRT this school year 2000-2001 in the areas of reading and math.
TN	The State Department of Education is currently developing performance Indicators to support the necessary infusion of content and skill into the instructional process required for success on new assessments to be developed for English I, Math Foundations II, Algebra II, Geometry, Physical Science, Chemistry, and American History..
TX	The State-Developed Alternative Assessment (SDAA) is to be administered for the first time in spring 2001. The SDAA will assess special education students in grades 3 through 8 who are receiving instruction in the state-mandated curriculum but for whom the TAAS is not an appropriate measure of their academic progress. The division began planning the development of new assessments required by legislation enacted in June, 1999, to be implemented no later than the 2002-2003 school year. The changes required by this legislation include the following: the exit level assessment required for graduation will move from grade 10 to grade 11 and increase its scope to test English language arts, mathematics with the use of technology, social studies and science; the grade 11 exit level will assess skills prerequisite to high school graduation and readiness to enroll in higher education institutions; it adds a grade 10 test in the same subject areas as the grade 11 exit level; and it also adds a number of new tests in other grades, such as grade 5 science and grade 9 reading and mathematics, and eliminates some existing tests, such as the end-of-course tests. This legislation also requires that grade placement committees in schools determine whether to retain students in grade if they do not pass the reading test at grade 3 in 2002-2003, the reading and mathematics tests at grade 5 in 2004-2005, and the reading and mathematics tests at grade 8 in 2007-2008.
UT	Secondary language arts (grades 7-11), Pilot testing of the Utah Basic Skills Competency Test. Pilot testing of the Direct Writing Assessment.
VA	An alternate assessment, for students with disabilities who cannot take at least one of the regular assessments in the core subjects (Reading, Writing, Math, Science), is under development. Web-based testing in all of the end-of-course high school courses (except Direct Writing) is being developed.
VI	Terra Nova Assessment Series
VT	Piloted the PASS Science assessment for use as a statewide science measure (expected to be on-line Fall, 2001). Continued participation in CCSSAP. Undecided as yet whether the primary use of the item bank will be a statewide exam or local assessments, or both.
WA	Continued development and implementation of standards-based assessment. First administration of voluntary assessments at grade 10 in reading, writing, listening, and mathematics in spring of 1999. Item development for standards-based science assessments begun in fall of 1998. Field testing of science assessments at grades 8 and 10 in spring of 1999, 2000, and 2001. Voluntary administration of science assessments at grades 8 and 10 in spring of 2002. Preliminary assessment development work to begin in social studies, health and fitness, and the arts at the middle and high school levels during 1999-2000. Field testing of science assessments at grade 5 in the spring of 2001.

Question 1.3 What assessment projects, if any, does your state have under development or plan for the next two years (September, 2000 to August, 2002)? Please describe each project briefly.

State	Response
WI	The development of the Wisconsin High School Graduation Test. Pilot test the High School Graduation Test items. High School Graduation Form Standardization. The development of assessment literacy materials for policymakers, parents and the public both in hardcopy and internet formats.
WV	The West Virginia Department of Education is responding to an Agreed Court Order in response to the Tomblin v. Gainer case that requires a revision of the statewide assessment program. This revised assessment program must be fully implemented by 2004 in order to comply with the Agreed Order. Recommendations to the WV Board of Education from the court-appointed committee charged with reviewing the present statewide assessment program indicate the use of informal assessment and benchmarks in grades K-3; criterion- and norm- referenced assessment in the core areas in grades 3-8; end-of-course exams for required courses in grades 9-12; a writing assessment in grades 4, 7 and 10; a 12th grade assessment; an alternate assessment; and assessments at grades 8 and 10 for career and educational planning purposes. The new statewide assessment program will also address the issues of alignment of assessment with content standards and multiple measures of assessment. It will also include a definition of adequate yearly progress, as well as reporting of disaggregated data in the categories required by federal programs. Assuming approval by the WV Board of Education, the final assessment proposal will then be contingent on legislative funding. The Request for Information (RFI) process with test publishing companies has already been completed and the Request for Proposal (RFP) process has begun. The RFP is scheduled to go out in June, 2001 and a contract awarded in November, 2001. The remainder of the 2001-2002 year will be spent in test item development and training.
WY	A new state Uniform Reporting System will be deployed in late 2001. This report, as the name implies, reports district and school information to the public in web-based and hard-copy formats on achievement, resources, demographics, and other variables hypothesized to influence student achievement. The State is currently requiring that all districts design and implement a "body of evidence" assessment system to certify that students have met the required graduation requirements. The Class of 2005 is the first class to have to meet these requirements, but districts need to have their system designed and reviewed during the 2001-2002 school year. The state has established some threshold parameters and provided guidelines to districts, but each district has flexibility in designing its own system.

Question 1.4 Does your state have a requirement that local districts or schools operate their own assessment program(s) in addition to the state assessment program? If yes, what information do you require local school districts or schools to provide (i.e., assessment or implementation plans, student score results)?

State	Yes	No	Response
AK	☐	☑	
AL	☐	☑	
AR	☑	☐	Schools whose grade configuration is without a state mandated test must assess whether or not students are performing at grade level in reading and mathematics.
AS	☐	☑	
AZ	☑	☐	The State Department of Education is mandated to require and review District Achievement Plans (DAP). DAPs are primarily a narrative that document alignment between district curricula and state standards, and model programs that help ensure all students are given the opportunity to achieve the Arizona Academic Standards. Summary completion data were collected for grades 3, 5, 8 and 12.
CA	☐	☑	
CO	☑	☐	School district accreditation requirements. Please see attached Accreditation Indicators.
CT	☐	☑	
DC	☐	☑	
DE	☐	☑	
DoDEA	☑	☐	Schools and districts collaborate in designing or using local assessments for their school improvement process.
FL	☐	☐	
GA	☐	☑	
GU	☐	☑	
HI	☐	☑	
IA	☑	☐	No required state assessment; however, as a part of the comprehensive school improvement planning and annual progress reporting process, schools are expected to provide information regarding student achievement on state indicators.
ID	☐	☑	
IL	☑	☐	Local Assessment and School Improvement Plans
IN	☐	☑	
KS	☑	☐	Local districts are required to provide at least three pieces of evidence of improvement for Quality Performance Accreditation. Districts may choose to use local assessments for two of those three pieces of evidence. In addition, a second grade reading diagnostic test is required of all schools. Results must be reported to the state.
KY	☐	☑	
LA	☐	☑	
MA	☐	☑	
MD	☐	☑	
ME	☑	☐	The Learning Results legislation does call for the development of the local assessment capacity, particularly in the area of performance assessment. Policy development is now underway to describe the range of assessment strategies and types of data that may be utilized in determining achievement of Learning Results standards.
MI	☐	☑	

Question 1.4 Does your state have a requirement that local districts or schools operate their own assessment program(s) in addition to the state assessment program? If yes, what information do you require local school districts or schools to provide (i.e., assessment or implementation plans, student score results)?

State	Yes	No	Response
MN	☐	☑	
MO	☐	☑	School districts must have a plan for assessment which district personnel must follow when assessing all students preschool through the 12th grade.
MP	☐	☑	
MS	☐	☑	
MT	☑	☐	District Assessment Plan for implementing and reporting of scores.
NC	☐	☑	
ND	☐	☑	
NE	☑	☐	Districts submit a District Assessment Plan, a District Assessment Inventory, and a District Assessment Portfolio. Assessment portfolios are reviewed for assessment quality. Districts also report results of student achievement on standards.
NH	☐	☑	
NJ	☐	☑	
NM	☑	☐	Assessment information, in addition to the state mandates, may be required as part of the accreditation process.
NV	☐	☑	District programs are not "required" but are allowed. Some district programs are quite elaborate.
NY	☐	☑	Results of state tests must be publicly reported. There are no specific requirements for other assessments.
OH	☑	☐	Districts must implement "competency-based education" programs for composition, mathematics, science, citizenship, and reading in grades 1-12. Districts must develop or adopt assessment methods to measure student progress in meeting performance objectives in each area at each grade and report by grade and school the number who made satisfactory progress as shown by the assessment. These progress results must reported to the state for grades 1-8.
OK	☐	☑	Although the state does not require each local district to operate its own assessment program, each school district board of education shall adopt a Comprehensive Local Education Plan once every four (4) years. Each school district shall review and update the plans annually. Required subparts of the plan include school improvement, staff development, capital improvement, alternative education, and reading sufficiency. Reading Sufficiency Act require districts to administer multiple ongoing assessments for reading in grades k-3.
OR	☐	☑	
PA	☐	☑	
PR	☐	☑	
RI	☐	☑	
SC	☐	☑	
SD	☐	☑	
TN	☑	☐	Local systems are required to report the percentage of grade 2 students at or above grade level in reading and mathematics. A standardized procedure is required for this purpose.
TX	☐	☑	

Question 1.4

Does your state have a requirement that local districts or schools operate their own assessment program(s) in addition to the state assessment program? If yes, what information do you require local school districts or schools to provide (i.e., assessment or implementation plans, student score results)?

State	Yes	No	Response
UT	☑	☐	District level results reported annually. Over the next few years with U-PASS, reporting will be done at the state level in paper and electronic versions.
VA	☐	☑	
VI	☐	☑	
VT	☑	☐	A Schools comprehensive assessment system shall yield results that enable it to : make decisions about instruction, professional development and education resources and curriculum and report to the public on student performance measures and progress in, as appropriate, early reading, English language arts, mathematics, science history and social sciences.
WA	☐	☑	
WI	☐	☑	
WV	☐	☑	
WY	☑	☐	Legislation requires schools to report standards-based assessment results by school and by district in school and district report cards using a uniform reporting format. Additionally, each district is evaluated every five years as part of the district accreditation process where assessment plans and assessment results are examined.

Question 1.5 What kinds of materials has your state or others in your state developed for assessment program publicity, explanation, or training? Please focus on efforts that were successful, and describe the intended audience and what materials were developed (print, video, software, etc.).

State	Response
AK	1. Practice exam at high school level for teachers, parents & students (on-line and interactive and print) 2. A teachers guide to the high school exam (print) 3. Participation Guidelines for including special education & ELP students in assessments. Developed for teachers, parents and other IEP Team members (print)
AL	Print materials on each assessment are provided to the public and to local school systems.
AR	Training manuals and training for principals on the CRT; test administrators' handbooks and training for CRT and NRT; a brochure for parents; training manuals and training for teachers and administrators in scoring open ended items on CRT and in curriculum mapping.
AS	Printed training materials were provided to a variety of audiences (teachers, principals and parents) to explain the assessment program and for training purposes.
AZ	A Guide to Understanding AIMS; Grades 3, 5 8 and high school AIMS Study Guides; sample high school AIMS tests in reading, writing and mathematics;; AIMS Technical Report; parent newsprint containing the standards, concepts and performance objectives assessed by AIMS and test information; monthly AIMS Updates; LEP Assessment Guidelines; Section 504, Stanford 9 and AIMS; Administering AIMS and Stanford 9 to Special Education Students.
CA	Most materials that have been developed for use by school districts in their working with parents, educational professionals, and others. Most of the materials developed by the CDE are available on the CDE website at www.cde.ca.gov/statetests/ . A video to use in training teachers to administer the STAR program tests was developed. Parent information packets to explain the STAR program to parents are available in English and Spanish. Parents Assistance Packets for school staffs to use in explaining test results to parents are also available in English and Spanish. Staff Development Guidelines for school staffs to use in interpreting and using the STAR results are also available, as are post-test videos to use in explaining the test reports and scores.
CO	1. CSAP Updates - information posted on CDE Assessment Website and e-mailed to Assessment Listserv. 2. CSAP Administration Training Materials - PowerPoint presentation and accompanying print documents for use by District Assessment Coordinators in training district staff. 3. Colorado Take the Test Day - sponsored by the Colorado Association of School Executives (CASE), Colorado Association of School Boards (CASB), Colorado Education Association (CEA), the Denver Post and 9News. Communities all over Colorado invited parents, business leaders, etc. to take sample CSAP tests which were created from released items.
CT	Connecticut has developed a Holistic Scoring Workshop software package, presented on CD, that provide school district personnel with training on holistic scoring methods, rubrics, etc., for the CMT writing and CAPT Response to Literature and Interdisciplinary sections. Scorview Software was also developed to provide school district personnel with images of student test work on CD for the CMT writing and CAPT Response to Literature and Interdisciplinary tests. MTIS Software, similar to existing software for the CMT, was developed for the CAPT for the purpose of providing district personnel the ability to analyze test data. CAPT Program Overview and CMT Program Overview are newly developed test guides which provide program information for school districts and the general public.
DC	The District provides numerous reports, presentations, and other communications that cover a range of outcomes. Some documents/ presentations describe the performance of students (general and special populations) in the District of Columbia public schools. Other materials and presentations target professional development in focusing on the analysis and use of assessment data for instructional planning and in making instructional decisions. Still other documents describe the accountability system and how accountability indices are developed for schools. Additionally there are brochures and newsletters provided to parents that explain for the SAT9 test content and objectives or how to comprehend student test reports. Homework packets containing sample items for the SAT9 are available to schools and parents.
DE	Interpretive guides for teachers and parents, released items with scoring rubrics and student responses.

Question 1.5

What kinds of materials has your state or others in your state developed for assessment program publicity, explanation, or training? Please focus on efforts that were successful, and describe the intended audience and what materials were developed (print, video, software, etc.).

State	Response
DoDEA	1. Training for Assessment Coordinators 2. A video was developed by DoDEA to present the above information in a summary format and then the video was distributed to all schools as introduction to the test prior to the first test administration. 3. Published materials from test publisher distributed at all schools 4. For all members of the DoDEA community, the Homepage www.odedodea.edu covers topics with web pages: 1) The Purpose of Standardized Tests; 2) History of Standardized Tests Used in DoDEA; 3) NAEP Reports on DoDEA; 4) Scholastic Aptitude Tests (SAT) 5. DoDEA Website links to assessment organization and publishers are provided for all (parents and staff).
FL	
GA	The Student Assessment Handbook and the Including Students with Disabilities in Assessment Manual were provided to all systems.
GU	Brochures have specifically been developed for teachers, school administrators and parents regarding SAT9. The brochures explain what SAT9 assesses, how scores are reported and how to interpret the results. The department also makes available to the public booklets that include district and individual schools results for the current and past years.
HI	Printed training materials were provided to a variety of audiences (teachers, principals, parents) to explain the state assessment program or for training (administration) purposes.
IA	Print documents: 1) Implementing a district-wide standards-referenced assessment system, 2) Implementing a district-wide standards-referenced assessment system: Technical Manual, 3) Technical assistance for comprehensive school improvement. CD-ROMs: 1) Standards development for school improvement in Iowa, 2) Resources for comprehensive school improvement in Iowa.
ID	A math tool-kit has been developed for the math assessment (both grades 4 and 8) and a "pencil box" has been developed for fourth, eighth, and eleventh grade writing. Both items are print materials.
IL	Several printed publications and brochures are available to administrators, teachers, and parents. Sample materials for all tests are provided to schools. Test items and practice tests have also been placed on our website along with other assessment information.
IN	Billboards, remediation guides, educator guides, parent guides, teacher scoring guides, T.V. spots, radio spots. Our intended audiences are test takers (particularly for the GQE), parents, educators and the general public
KS	Curriculum consultants provide printed training materials in each content area for various training meetings, workshops, in-service presentations, etc.
KY	1. Core Content for Assessment – Audience is teachers and administrators. Format: Print and WEB. 2. District Assessment Coordinator Guide – Audience is District Assessment Coordinators. Format: Print and WEB 3. Kentucky Teacher – Monthly newspaper to teachers and administrators. Format: Print and WEB. 4. Annotated Item Worksheet (Item Scoring Guide with sample student responses and scores; Instructional Strategies). Audience is teachers and parents. Format: Print, WEB and CD. 5. Released Assessment Items (Open Response and Multiple Choice). Audience is teachers and parents. Format: Print, WEB and CD. 6. Item Commentaries (Item, Expectations, Instructional Connections). Audience is teachers and parents. Format: Print, WEB and CD. 7. Open Response in the Classroom. Audience is teachers. Format: Print, WEB, and CD. 8. Various Public Information documents – Audience is parents and general public. Format: Print.

Question 1.5 What kinds of materials has your state or others in your state developed for assessment program publicity, explanation, or training? Please focus on efforts that were successful, and describe the intended audience and what materials were developed (print, video, software, etc.).

State	Response
LA	The Communication Office of the Louisiana Department of Education (LDE) publishes quarterly Reaching for Results. This publication is intended for the general public and is mailed to each school for distribution to each teacher. It informs the public of current policy approved by the SBESE, has a column written by the State Superintendent of Education, messages from the LDE, test taking tips, sample test items, and explains the School and District Accountability System. Throughout the year, brochures explaining particular programs offered by the LDE are printed and distributed in similar ways. Also, the publisher of the Iowa Tests, Riverside Publishing, distributes a brochure for all students taking those tests. It briefly describes the test and provides some sample items. The LDE also has a web site (www.louisianaschools.net) where users can obtain information about the testing program, download sample items, view test scores and school report cards, read press releases, educational issues, interact with school data, and link to other web sites regarding sample lesson plans and test items. The LDE has a HOT LINE (1-877-4LEAP21), where public can call and ask questions regarding public school education in Louisiana. The LDE routinely has staff in the districts providing workshops on testing, accountability, new policies and policy changes. Printed handouts are distributed to supplement the oral, power point, transparency, or compressed video presentations. These workshops address teachers, administrators, and district superintendents.
MA	Parents of students in the tested grades received a "Guide to the 2000 MCAS Parent/Guardian Report" (available in eight languages) along with a report of the child's results. Copies of the 1998, 1999, and 2000 MCAS test items are available on the Department website and in public libraries. The Department of Education publishes a number of documents on the administration of MCAS and reporting of results. Regional workshops were conducted for members of the media. The Department published, "Approved Bilingual Dictionaries for Use on the MCAS by Students with Limited English Proficiency," which lists bilingual dictionaries that current and former Limited English Proficient students will be able to use on MCAS tests beginning in spring 2001. Mass Insight, a private organization, developed and distributed two brochures, "Reaching Higher," which provides general information on the state's assessment program.
MD	The Maryland State Department of Education (MSDE) uses a multi-media strategy to market its statewide school reform program, the Maryland School Performance Program (MSPP), and its accompanying assessment program, the Maryland School Performance Assessment Program (MSPAP). Through the ongoing distribution of numerous print publications and video tapes, and the increasing availability of information through the MSDE web site (www.msde.state.md.us) and toll-free information line (1-888-246-0016), the Maryland State Department of Education educated a wide range of audiences about the statewide assessments. The audiences include students, teachers, parents, local school system personnel, media, and interested education stake holders such as the Maryland Business Roundtable, Maryland PTA, teachers' associations, and faculties of teacher-preparation programs.
ME	The Maine Department of Education is devoting a section of its web-site to assessment (http://www.state.me.us/education.htm), and more specific MEA information and performance results are available at http://janus.state.me.us/education/MEA/MEAhome.htm. This includes a guide to the MEA, released items, school scores, as well as a broader school profile.
MI	
MN	Brochures for parents; sample tests in print and on the WEB for teachers and students.
MO	The state and test contractor has published Guide to Test Interpretation to explain the MAP testing. The audience is school personnel and others interested in understanding MAP testing. The state has provided each school district with a software program named ClearAccess to help them understand their test data. The state has placed released items from previous MAP tests on our website for educators to use for understanding and developing assessments. The state has gathered and sent to districts a list of effective practices and incentives in administering the MAP. MAP professional development is a 3-year collaborative in-service for teams of teachers based at 9 regional centers throughout the state.

Question 1.5 What kinds of materials has your state or others in your state developed for assessment program publicity, explanation, or training? Please focus on efforts that were successful, and describe the intended audience and what materials were developed (print, video, software, etc.).

State	Response
MP	Prior to the development of the Comprehensive Student Accountability Plan, the CNMI Public School System met with consultants from the Pacific Region for Education and Learning to identify the design of the CNMI Assessment. Following this, various stakeholders from within the community were invited to a seminar to discuss the CNMI Public School System's Comprehensive Student Accountability Plan. These community stakeholders included parents, business and government leaders, teachers and the Council of Parent Teacher Association, the college, and other various stakeholders. □ □Consultants from PREL utilized various resources and references pertaining to the development of the CNMI Assessment.
MS	Printed and electronic data summary results are available on request. State web site gives overview of system/components and summaries of recent data. Videotaped training disseminated for the NRT component. Workshops and conferences are conducted in various areas around the state.
MT	Not Applicable
NC	Our website, www.ncpublicschools.org/accountability/testing is broad-based and has materials for a wide audience, including students, parents, and the public at large. Hardcopies of our print materials have been disseminated to students and parents (e.g. handbooks, scoring guides, technical manuals, test information sheets, sample tests, etc.). Please visit the site for a complete listing of resources.
ND	Videos 1. 1990 Test-Interpretation Video (First Edition) and Booklet 2. 1993 Test-Interpretation Video (second edition) and Booklet 3. 1999 Test-Interpretation Video (third edition) and Booklet. Press Releases are done each year to announce the release of the State Assessment Results. North Dakota State Averages are released each year. Results are also be on our Web Site. Data Disaggregation is done each year by size of school district, gender, ethnicity, Title I, IEP, 504, and Region.
NE	A "tool kit" was developed to assist districts in developing local assessments. Have developed materials with the help of McREL and the Buros Institute, along with training sessions and workshops to develop classroom assessment skills of teachers and administrators.
NH	A comprehensive publicity program involving both print and broadcast media. The primary focus is on helping local districts explain the assessment program in their community and develop support for educational improvement initiatives. Test Administrator and Coordinator manuals as well as test interpretation manuals are distributed to educators statewide.
NJ	Prior to administering new components of the statewide assessment system, training workshops are conducted with school and district staff. The department produces parent handbooks with sample items, score interpretation manuals, and a detailed description of the essay scoring process annually. Similarly, the department has placed sample questions and answers for the ESPA and GEPA tests on the department's website.
NM	State-mandated Assessment Handbook, Assessment Workshops for districts, Assessment and Evaluation Unit Website
NV	Brochures describing high-school Criterion-Referenced Tests distributed throughout High Schools (developed by both districts and the state). Published descriptions of Direct Writing Assessments with annotated examples of papers receiving differing scores. (This is a popular publication with schools and teachers, particularly those charged with explaining test results to parents.)
NY	Print and public access television. We have produced written test samplers or information brochures for each assessment given for the first time in the 1999-00 school year. Many of these documents are also available on the internet. Monthly, the Department produces a public access television program focusing on an element of the state assessment program. Audience includes school personnel, general public, (voters, and tax-payers).

Question 1.5

What kinds of materials has your state or others in your state developed for assessment program publicity, explanation, or training? Please focus on efforts that were successful, and describe the intended audience and what materials were developed (print, video, software, etc.).

State	Response
OH	The following print materials were developed: 1) Planning for graduation listing for parents and students each outcome on the graduation test. 2) Individual fact sheets for each 9th grade and 12th grade proficiency tests are intended for teachers and describe in more detail each learning outcome. 3) Information guides at the 4th and 6th grade combine all 5 fact sheets into one document intended for teachers. Additional material about proficiency testing is included. 4) At each grade level, practice tests (at least half length) and manuals for administration and scoring were created for students, teacher and parents.
OK	Publications include: ITBS Teacher Directions Manual; ITBS Student Booklet for the Practice Test; ITBS Pretest In-service Manual; ITBS Spring Interpretive Guide; OCCT Directions for Administering Manual; OCCT Guide for Parents, Students, and Teachers; OCCT Pre-Test In-service Manual; OCCT Interpreting the Reports: A Guide. Each of these manuals are in print format and provided to teachers, students, and parents. A School District Report Card on Student Testing each year is provided to school superintendents, legislators, educators, community leaders, parents, and news media which provides assessment results for all districts. The State Department of Education also publishes such documents as "Annual Report - Statistical Report on Oklahoma Schools and the State Department of Education", "Investing in Oklahoma - The Progress of Education Reform", and "Implementation Help - New Graduation Standards and Assessments". Power Point presentations with district personnel required to attend training.
OR	A variety of print materials (some directed towards parents, some directed towards teachers, and some directed towards administrators) have been very well received. These have been titled "Seeds of Change". The documents have been supported by television commercials (brief spots) asking people to stay informed about recent changes to their local education programs. All of these are supported by routine mailings to district Superintendents, Principals, and teachers. In addition, CDs have been produced that have all of the latest information regarding the assessment program. The CDs have been distributed to all teachers in the state. We also have an active web-site with the latest information.
PA	Assessment Handbooks, Instructional Handbooks, PSSA Classroom Connections Kit, Pamphlet that describes the Reading Assessment Advisory Committee, CD to train people in how to score student writing, school by school results by scaled scores, and supplemental documentation for Reading, Mathematics and Writing Assessment Reports. The intended audience includes teachers, administrators, and educators for all of the materials, the general public for the school by school results.
PR	A one day orientation is conducted by the firm which prepared the test on the administration procedure; materials are distributed explaining the logistics of the administration of the test during the Assessment week. In addition, parents are oriented by means of an official letter signed by the Secretary. The Secretary of Education also publicizes in leading newspapers information concerning the assessments, schedule, and the importance of the test.
RI	The Department of education website {www.ridoe.net} contains information about the assessment program and we have a website developed (www.infoworks.ride.uri.edu) that portrays test scores and other relevant information by school and districts. Other print materials developed to assist with the operation of the program have been developed.
SC	The Department of Education produces test administration manuals and curriculum guides for teachers and administrators. We also maintain a website for the public, and for school and district personnel with information on state assessments.
SD	We developed and distributed an interpretive guide for our SAT9 Test. Schools found it useful.

Question 1.5

What kinds of materials has your state or others in your state developed for assessment program publicity, explanation, or training? Please focus on efforts that were successful, and describe the intended audience and what materials were developed (print, video, software, etc.).

State	Response
TN	The state maintains assessment data on the department web site. A comprehensive Report Card is issued for each system as well as a technical supplement giving a three year summary of the academic gain or growth at the system as well as the school level for each grade level and for each of the five subject areas assessed. High school value added information is also included. Supplemental diagnostics are provided giving each system and school information on the progress of students by pre-achievement level. This information is grade level and subject area specific as well (i.e., a principle could determine if grade five instruction had been more effective will low pre-achievers in math, etc.). Other reports include the traditional np's nce's stanines, and performance on each objective measured. Training has been provided to teachers in preparation for the Algebra I Gateway assessment.
TX	(1) The Statewide Report of Student Results is published in the early spring of each year. It includes information about the previous school year's test results statewide, provides a good overview of the testing program, and tells how students performed statewide on the TAAS and end-of-course tests. It also includes sample test items and the findings of studies conducted by the Student Assessment Division during the year. Each spring when the new report comes out, copies are shipped to school districts and education service centers (ESCs). (2) The Technical Digest is published annually in the spring and is shipped to school districts and ESCs. It is a document of the activities and the attributes of the state testing program. It is useful in understanding how the testing program is structured and how tests and test items are developed. (3) Since 1995 all tests given during a school year are released each August. An initial shipment is made to school districts and ESCs. Available are test booklets, answer keys, and written composition scoring guides. (4) TAAS Study Guides are by law provided free through school districts to students who fail one or more parts of the TAAS. Guides, which are provided in English and Spanish (Grades 3-6), arrive at about the same time as students' test results. The study guides are designed to strengthen the skills tested on TAAS. (5) In order to be eligible to receive a Texas high school diploma, students must satisfy a graduation testing requirement. A brochure, "A Student's Guide to Testing Requirements for High School Graduation in Texas," explains the graduation testing requirement and is distributed through school districts to students and parents. (6) TEKS Update Booklets illustrate the alignment of the TAAS and end-of-course tests with the Texas Essential Knowledge and Skills, the state-mandated curriculum. There is a booklet for each test, and each booklet includes the TEKS student expectation statements eligible for testing of each assessment in the testing program. These booklets have been provided to all school districts and ESCs. (7) The information booklet, Interpreting Assessment Reports, is produced in late spring each year and is provided to school districts and ESCs as a guide to interpreting the various reports of student performance results that are generated. (8) Student Assessment in Texas: Meeting the Challenge is a television series that provides current information on various aspects of the assessment program. Now in its seventh season, it is broadcast to school districts over the T-Star network. (9) TAAS Coordinator Training takes place each January. Test coordinators from the 20 regional ESCs and the state's largest districts receive training on the upcoming spring statewide test administration. These coordinators, in turn, replicate this training in school districts and on campuses. (10) The ARD Committee Decision-making Process for the Texas Assessment Program manual and accompanying video in spring 2000. NOTE: Many of these materials are available at the Texas Education Agency's Web site. The website address is www.tea.state.tx.us
UT	Several print documents are produced for parents, teachers, administrators, as well as legislators and State Board members.
VA	Parents have been provided an informational brochure on the testing programs and sample SOL test items. Teachers have been provided copies of the SOL test blueprints. The sample items, released test forms, and blueprints are available on the Department's web site.
VI	Print and video materials. Community at-large.

Question 1.5 What kinds of materials has your state or others in your state developed for assessment program publicity, explanation, or training? Please focus on efforts that were successful, and describe the intended audience and what materials were developed (print, video, software, etc.).

State	Response
VT	A downloadable Web site called the Vermont School Report that contains all student assessment data as well as school, district, and town contextual data. Web site for viewing assessment results in graphic or table form allows for comparison to previous years or similar schools. A newspaper insert containing the 1998-1999 state assessment results and accompanying articles. Sample items were included.
WA	Norm-referenced program: print material on test interpretation; building and district results available electronically and posted to agency web page. Standards-based program: print materials on multiple aspects of the program; print version of example test; print version of technical manual; print version of parent guide; print version of test results interpretation guide; test results available in searchable database on agency web page; many documents available on web page.
WI	State Superintendent John T. Benson developed a staff development video to introduce performance standards and proficiency levels to Wisconsin school districts and citizens along with an Assessment Communications Kit for school districts and the media. The Wisconsin School Performance Report Results for Districts and Schools Within Districts is published annually for the Knowledge and Concepts Examination results at 4th, 8th, and 10th grade. The Wisconsin Reading Comprehension Performance Report Summary by District and School Within District is published annually for the Wisconsin Reading Comprehension Test at grade three. Other publications describing the Wisconsin Student Assessment System Program are also published and distributed, such as; the Wisconsin Reading Comprehension Test Brochure for Parents; the Student/Parent Pre-Test Guide for the Knowledge and Concepts Examinations at 4th, 8th, and 10th grade; a brochure entitled "Wisconsin Student Achievement Facts"; The First Notice of the Wisconsin High School Graduation Test Map of Test Content; press releases, First View: A Student's Guide to HSGT, etc. Wisconsin makes extensive use of our website to provide broad access to electronic copies of assessment data and publications. Development of Wisconsin Information Network for Successful Schools Website made easier for schools and districts to access information on assessment, best practices, and other data.
WV	Brochure for parents describing the statewide assessment program "Understanding and Utilizing Test Results from the Stanford Achievement Test" Technical Assistance Manual--Grade 4 Writing Assessment Technical Assistance Manual--Grades 7 & 10 Writing Assessment Technical Assistance Manual and Video "Using ACT EXPLORE Results" West Virginia Department of Education Annual Statewide Assessment Report "Information About the WV Statewide Assessment Program for Parents of Students with Disabilities" "Frequently Asked Questions About WV's Assessment Program" on the West Virginia Department of Education website
WY	The assessment contractor developed a website that explains and updates users on assessment information. A video and brochure were also produces to inform schools and the public about the assessment. A policy book on participation of all students including special populations (students with disabilities, LEP, and minorities) in state and local assessments has been produced and updated yearly. The state, in conjunction with the assessment contractor, holds yearly administration and results workshops.

Question 1.6 What kind of professional development did your state provide to teachers about your statewide assessment program (e.g., a series of workshops about using and reporting assessment results)? Please describe the content and presentation format.

State	Content	Format	None Provided
AK	Test Security Workshop for the HSGQE (for district test coordinators)	Audio-conferences, and face-to-face classes	☐
AL	Series of regional workshops in which the purpose, format, and general content of the state testing program were discussed. Training for teachers on the use of Pathways for Learning, an instructional tool for use in preparation for the graduation exam.		☐
AR	Workshops on interpreting and using assessment results; workshops on making data driven decisions in the school improvement model; workshops on using assessment results to assist schools in academic distress; training in scoring constructed response items	All workshops had a presenter with a training manual or training materials which were given to participants.	☐
AS	All workshops had a presenter with training materials for participants.	audio visuals, printed materials	☐
AZ	We employ four Education Program Specialists to conduct workshops throughout the state to teachers on standards-based instruction, curriculum alignment, using assessment results to inform instruction, etc.	ADE conducts pre-test workshops, makes presentations to schools, students, faculty, civic groups, etc. and posts information on the Web.	☐
CA	Printed communications material providing step-by-step instructions in the use of STAR test results to improve teaching. The state uses a trainer-of-trainers model. Workshops were conducted for district staff coordinators who are responsible for training school coordinators and/or teachers.	Video tapes and print documents provided to school districts for distribution and use in district workshops.	☐
CO	1. Test Administration Training 2. Video Module on the use of accommodations in the classroom and assessment 3. Use of Item Maps Training to better enable teachers to understand the expectations of CSAP.	1. Trainer of Trainer Workshops 2. Video Module for districts and schools 3. Participatory, informational workshops	☐
CT	Holistic Scoring Training, Interpreting Results, Using MTIS Software for Analyzing Test Data, Curriculum Development, Instructional Strategies	Workshops, Handbooks, Released Items, Training Sessions	☐

Question 1.6 What kind of professional development did your state provide to teachers about your statewide assessment program (e.g., a series of workshops about using and reporting assessment results)? Please describe the content and presentation format.

State	Content	Format	None Provided
DC	The District provided professional development preceding each test administration period (fall and spring) and prior to the return of the test results. These district-wide sessions concentrated on valid test administration procedures, analysis, use and reporting of test data. These sessions were held for building teams of testing chairpersons, special education coordinators, bilingual service providers and special education teachers. Additionally, assessment information that discussed test results and the implications of the results for specific content areas was provided to standards specialists who represent the core disciplines and individual schools. Professional development was provided for principals and building administrative teams through various leadership academies, conferences and system-wide administrative meetings. Throughout the year, content specialists assessment specialists, and consultants trained school personnel in how to analyze and use test data for instructional planning and in methods for monitor ring student progress.	Citywide meetings held monthly or quarterly are designed to provide professional development for building teams or standards specialists. These individuals are charged with the task or replicating the workshop sessions for the teachers in their schools. Some sessions involved outside consultants in providing training, while other sessions were work sessions conducted by District specialists.	☐
DE	DOE Assessment staff provided pre- and post-test workshops for parents, schools, and districts. DOE assessment staff and our vendor, Harcourt, provided pre- and post-test workshops for district and school test coordinators. The workshops targeted standards, curriculum alignment, the DSTP, test administration, data-driven decision making, interpreting test scores, developing classroom assessments linked to DE standards & assessments, and using test results to improve classroom instruction.		☐
DoDEA	Information was provided on test content, format, and requirements.	1. Training Sessions 2. Training Manuals 3. Training Videos 4. Skills Training (Writing Assessment) Scoring Conference 5. Assessment Regulations and Guide	☐
FL			☐
GA	Regional System Test Coordinators' Meetings for all assessments, CRCT item analysis and interpretation workshops for teachers.	Meetings and workshops	☐
GU	Workshops relative to the statewide assessment program included procedures for administering the SAT9, interpreting and using the SAT9 results to improve student achievement, aligning instructional practices with SAT9 and Content Standards and Performance Indicators and development of classroom assessment instruments.	Workshops were provided both at the district wide level and to individual schools upon request. The workshops involved lectures, demonstrations and guided practice and included both individual and group work.	☐

Question 1.6 What kind of professional development did your state provide to teachers about your statewide assessment program (e.g., a series of workshops about using and reporting assessment results)? Please describe the content and presentation format.

State	Content	Format	None Provided
HI	Test in-service specialist conducted sessions to assist individual schools in reviewing their test data and subsequent instructional implications. In addition, for school level test coordinators, each district was given an overview of assessment administration procedures and use of reports. (Site level data analysis conducted upon request.)	Presentation times were flexible. Group size varied: large/small/individuals. Lecture, discussion, and hands-on strategies were used.	☐
IA			☑
ID	Pre and post service workshops provided around the state. Teachers acting as trainers and training teachers about the writing and math assessments.	Workshops with hands-on training materials.	☐
IL	Assessment formats, learning standards, and procedure to administer ISAT assessments. The composition and nature of assessment instruments. The extended response rubrics for mathematics and reading and the writing rubric are the focus of numerous workshops.	Via printed publications and workshop presentations. A series of day long informational sessions at various regional offices in the state.	☐
IN	Pre-test and post-test workshops, implementing, reporting and using ISTEP+	One day workshops	☐
KS	Use of assessment data, interpretation of results, teaching to Curriculum Standards -- writing, reading, mathematics, science, and social studies. Lots of emphasis on students with disabilities and Title I students.	Workshops, special conferences, professional organization meetings, training sessions, in-service presentations.	☐
KY	1) Teacher training program for scoring writing and alternate portfolios. 2) District Assessment Coordinator's meetings on assessment and accountability.	Face to face meetings, video conferencing, and Kentucky Educational Television (KET) programming	☐
LA	NRT results. Schools are each provided with their test results electronically. It is the Student Data Management System (SDMS). The LDE trains teachers on how to use this software program to run reports, run queries, and disaggregate their data. The CRT results are also reported electronically at the district level. This software package, TestMate Clarity, allows districts to do the same applications as SDMS. Additionally, the LDE trains teachers on Data Interpretation using the hard copy reports sent to their schools after testing.	Software, hands on computer, hard copy reports.	☐

Question 1.6

What kind of professional development did your state provide to teachers about your statewide assessment program (e.g., a series of workshops about using and reporting assessment results)? Please describe the content and presentation format.

State	Content	Format	None Provided
MA	In July 1999 approximately 480 teachers participated in Scoring Institutes where they scored student MCAS compositions. Scoring Institutes were again held in July 2000. Department staff trained teachers and other educators to score student compositions electronically. In July 2000, the Department conducted an MCAS Alternate Scoring Institute where special education teachers and other educators scored portfolios of students who participated in the pilot MCAS Alternate Assessment. The Department sponsored a series of workshops called "Teacher as Assessor" designed to teach middle school teachers in low-performing schools how to write open-response items and evaluate student responses to open-response items similar to those found on the MCAS. Approximately 156 teachers participated in ongoing assessment development activities through work on Assessment Development Committees, which provide an advisory role to the Department. Department staff conducted MCAS administration workshops in the spring and reporting workshops in the fall designed to train school staff in using and interpreting MCAS test results.	Professional Development workshops and working committees.	☐
MD	The state continued to heavily involve Maryland teachers as task writers, item writers, and scorers in its assessment programs.	Production-oriented workshops.	☐
ME	To present results from the redesigned MEA, the Commissioner and other staff conducted in-depth presentations regionally across the state. In addition the Commissioner with representatives from local school systems as well as leaders from business and government made public presentations including briefings of newspaper editors.	Workshops, ITV, and web-site presentation were utilized	☐
MI	For new MEAP social studies tests, grades 5, 8, and 11, training was held to inform teams of educators from all regions of the state about the new tests - what they were like, what it might take to prepare students, how the tests were to be administered and how the tests were developed.	Trainer of Trainer Workshops, pre-taped and live teleconferences, parent brochures, newsletters with measurement basics for teachers.	☐
MN	All teachers have been trained in Standards, workshops on using and reporting assessment results. Curriculum mapping and alignment workshops have also been offered.	One representative per district is trained and is, in turn, in charge of training local teachers and principal study groups. Summer workshops and academies are available as is additional training is on request.	☐
MO	Workshops using ClearAccess Software to analyze their test data.	The presenter used a LCD projector and the participants used ClearAccess with computers.	☐

Question 1.6 What kind of professional development did your state provide to teachers about your statewide assessment program (e.g., a series of workshops about using and reporting assessment results)? Please describe the content and presentation format.

State	Content	Format	None Provided
MP	Using Data to Improve Student Academic Achievement. Assessment and Accountability Comprehensive Student Accountability Plan SAT 9 Results for last spring.	Workshops during Professional Development Days Staff Meetings at various schools PTA Meetings	☐
MS	Administering each assessment component; interpreting score results; understanding scoring rubrics; using score results for curriculum change and school improvement.	Area workshops and state symposium; printed materials, transparencies, videotapes, etc.	☐
MT	Most of the assessment efforts in 1999-2000 were focused on the future. Selection of a NRT for the statewide assessment and a correlation of the NRT to the state standards was completed.		☐
NC	Ongoing regional delivery of staff development and training on assessment is provided by the regional accountability coordinators. Each district and/or school is assigned to one of six regions where they may participate in the delivery of staff development services and mandated test administration procedures. A variety of assessment-related topics are covered to provide information on how to make use of the statewide assessment test results for instructional feedback and decision-making. In addition, LEA test coordinators are trained to use state-provided scoring equipment to scan and score all multiple-choice locally for timely turnaround of student reports, classroom reports, school aggregate reports, and LEA aggregate reports as well as any desired disaggregated data output. In addition, North Carolina uses a close-circuit web site called Testing News Network to disseminate information in a timely manner to test coordinators and school superintendents. Each day more and more information (including some sample test questions) about the North Carolina Testing Program is placed on the Department of Public Instruction's web site for parents and the general public. We are planning to design web access sites containing sample test questions that are interactive.	Information is provided at training sessions and workshops with handouts and other relevant materials provided during the session. A train-the-trainer model is used where training is provided at the district level with the expectation that training will subsequently be provided to school staff. Also, teachers are actively involved in item and test development as well as standard setting. Additionally, a tremendous amount of information has been placed on the North Carolina Department of Instruction website--feedback from teachers indicate that they use the information frequently.	☐

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State	Content	Format	None Provided
ND	The Department of Public Instruction provided professional development to teachers, administrators, parents, college students and other interested parties throughout the past 12 years. The content of the presentations/workshops generally consist of the following: 1) Assessment overview, 2)Test Security, 3) Types of test scores, 4) Types of test reports 5) Interpreting and using test results for State Education Improvement Process (SEIP) 6) National Assessment of Educational Progress (NAEP) 7) Survey of the state-wide testing program 8) Workshop evaluation	1) Regional Test-Interpretation Workshops are conducted based on the Governor's 8 geographical regions of the state via the North Dakota Interactive Video Network (IVN). 2) Test-Interpretation Workshops used to be done upon request of local school districts as well as on request by undergraduate as well as graduate programs. However, due to legislative reductions in staff, the person who does this is not available to conduct workshops as he used to. 3) Test-Interpretation Videos are borrowed from our office upon request. We have 1990, 1993, and 1999 editions of the Test Interpretation Video.	☐
NE	Assessment Literacy–Use of Data Workshops	Trainer of Trainers, Learning Teams, Educational Service Unit Workshops	☐
NH	Regional meetings are also held on the construction and scoring of writing prompts and open-response items. District workshops are held relative to making specific changes in curriculum and instructional programs.	Regional meetings - large group presentation with questions and answers. District workshops - interactive hand-on sessions. Some regional meetings also involve interactive hands-on sessions.	☐
NJ	1) Administration procedures 2) Score interpretation	For both, workshops (1/2 day each) with printed materials	☐
NM	Pretest/post-test assessment workshops that discuss procedures for all mandates and interpretation of test results.	Regional workshops geographically located in six different school districts around New Mexico over a period of two weeks (February and September each year).	☐
NV	Training in scoring Analytic-trait and Holistic Writing Assessments and training in the scoring of the constructed responses for the new high school science test. In addition, legislation passed in 1999 provides for the establishment of regional professional development centers across the state.	Combination of lecture, practice, and on the job training.	☐
NY	In numerous locations around the state, the Department has offered workshops, conferences, and turn-key training on the nature of the new assessments and rating procedures.		☐

Question 1.6

What kind of professional development did your state provide to teachers about your statewide assessment program (e.g., a series of workshops about using and reporting assessment results)? Please describe the content and presentation format.

State	Content	Format	None Provided
OH	1) Collection and dissemination of "Best Practices" 2) Administration, Interpretation, and Use of State-Developed Alternative Prototype Assessments 3) Curriculum, Instruction and Assessment Alignment using State Model Curricula Workshops, Summer Institutes, Regional Professional Development Center Sessions, State Conferences, Regional "Drive-In" Meetings, Print Material 4) Interpretive guides sent to districts with results 5) Clinical training session on teaching reading in early grades	Print material, website, microfiche	☐
OK	Numerous presentations are given at local districts prior to testing in the spring of each year with attendance of the district testing coordinator mandatory. Also, numerous in-services are provided to teachers across the state on interpreting and using test results for program improvement and also test preparation.	PowerPoint presentations. Videoconferencing.	☐
OR	Oregon provided a series of workshops on "effectively using statewide assessment and other data". In addition, we provide test specifications (with the content standards, descriptions of eligible content, and examples of test items), teacher support packets (with scoring guides, samples of student work with scores and commentaries, and tips for helping students to internalize the information).	Face-to-face workshops Print	☐
PA	The content for the interpretation sessions is material contained in the assessment report. The professional development sessions include scoring student responses to items in field tests, and how to connect instructional practice to items on the assessment	The format for the interpretation sessions is presentation/discussion. The format for the professional development sessions is a combination of presentations and work sessions.	☐
PR	There were pre and post workshops. Discussions about the competencies and skills that the students must develop. The test is based on six competencies with approximately twenty skills in each one. Error analysis is discussed on those most frequently made by the students. In 1999-2000 school year workshops and orientations to teachers, parents, school personnel, administrators, and public in general.		☐
RI	Series of 4 Training programs for teachers and administrators on the new alternate assessment program. Also, regional test administration/interpretation workshops.	Half day sessions were provided.	☐
SC	Information on test administration including test security, and accommodations and modifications was provided.	Workshop.	☐

Question 1.6 What kind of professional development did your state provide to teachers about your statewide assessment program (e.g., a series of workshops about using and reporting assessment results)? Please describe the content and presentation format.

State	Content	Format	None Provided
SD	Analytic scoring and 6 + 1 writing workshops were held across the state this past year. Pre-Test workshops for the Fall 1999 writing exam and Post-Test interpretive workshops for the Spring 2000 achievement testing.	Lecture, discussion and overview of state results and plans for testing.	☐
TN	Each area of the State Department of Education, including the Division of Teaching and Learning, the Division of Assessment, School Improvement, and Professional Development, each provide an aggressive program of workshops focused upon developing the skills and understanding necessary for the disaggregation and diagnostic use of assessment data for the improvement of the instructional program.	The programs include 'hands on' practice with real data utilizing hand outs, power point, overheads, and video.	☐
TX	Presentations at the annual Texas Testing Conference covering updates on assessment and the Student Assessment Division's website. Presentations on holistic scoring of written compositions. T-Star television programs that cover various topics such as Using the Item Analysis Reports with Released Tests, Understanding the Analytics Scores Reported for Failing Compositions, and Updates on the Development of New Assessments. Educator Committee meetings where both item and data review of test items takes place. RPTE, ARD. Educator training sessions on both the RPTE and SDAA in spring 2000.		☐
UT	Annual update and training on new and existing state assessments w/district testing directors.	Onsite consultations as requested by districts. Various workshop presentations on assessment.	☐
VA	Regional test administration and score interpretation workshops have been provided to school division personnel. Numerous in-service presentations and presentations to organizations have been made on the general topic of the SOL assessments and SOL test blueprints.	Presentations	☐
VI			☑

Question 1.6 What kind of professional development did your state provide to teachers about your statewide assessment program (e.g., a series of workshops about using and reporting assessment results)? Please describe the content and presentation format.

State	Content	Format	None Provided
VT	Beginning the Portfolio Process--10 regional workshops for new teachers or teachers new to the portfolio process. Network Meetings in Mathematics and Writing/Reading--24 regional meetings held twice a year. Training and calibration sessions for teachers who are to administer the Vermont Developmental Reading Assessment. Teachers must calibrate yearly to be allowed to administer. 5 Regional workshops for principals and assessment contact persons to prepare to administer the NSREs in mathematics and English language arts. Using Results-10 regional workshops for science, mathematics, and English language arts	Workshops, Interactive Television, Videos and print materials.	☐
WA	A. Assistance with implementation of spring standards-based assessments; description of and feedback about proposed changes to norm-referenced component. B. Assessment and curriculum staff development centered around standards-based program. C. State funded staff development run by districts.	A. Three hour workshops presented in nine locations around the state for 296 school districts; agency staff and contractor's representatives presented; primary audience was district staff responsible for implementing state assessment program. B. Trainers of trainers model; fourteen teams around state trained by agency who in turn provide training to district trainers who train local staff. C. State provided funding for 3 additional days for each teacher to be used for staff development primarily focused on educational reform including assessment.	☐

Question 1.6 What kind of professional development did your state provide to teachers about your statewide assessment program (e.g., a series of workshops about using and reporting assessment results)? Please describe the content and presentation format.

State	Content	Format	None Provided
WI	Staff development pre-test workshops were held around the state in every Cooperative Educational Service Agencies (CESAs) Standards and Assessment Center (12 sites strategically located in each CESA) and one for Milwaukee Public Schools. The agenda included: Discussion of issues related to the Knowledge and Concepts Examinations at 4th, 8th, and 10th grade, such as, test security; test accommodations and modifications language arts and writing; open enrollment programs and student scores; adequate yearly progress (AYP) and the appeal process; alignment study; no social promotion legislation; career interest survey; overview of test content at each grade level; test objectives; test length; mailing and receiving schedule; student Pre-ID labels and student demographic collection page; school header sheet and school and group list of most common errors and what to look out for; test administration procedures; overview of reports; Phases I and II Reports and delivery dates; statewide report and delivery dates. Staff Development High School Content Areas, Science, Mathematics, English/Language Arts, and Social Studies, workshops were held around the state in every Cooperative Educational Service Agencies (CESAs) Standards and Assessment Center (12 sites strategically located in each CESA) and one for Milwaukee Public Schools. These workshops focused on the Purpose of the High School Graduation Test, Wisconsin's Model Academic Standards, High School Test Design Process, Test Results, and Curricular and Instructional Concerns. Workshops using TIMSS and NAEP data were developed and delivered statewide at the CESA Offices.		☐
WV			☑

Question 1.6 What kind of professional development did your state provide to teachers about your statewide assessment program (e.g., a series of workshops about using and reporting assessment results)? Please describe the content and presentation format.

State	Content	Format	None Provided
WY	The contractor was required to plan staff development on teaching in a standards-based environment, using disaggregated results, and intensive on-going workshops on assessment development and use of results. In 1999-2000, 25 elementary school teams consisting of a principal and three teachers participated in 8 days of professional development activities, "Teaching in a Standards-Based Environment." This program includes 12 middle school and 12 high school teams in 2000-2001, in addition to follow-up activities with the 1999-2000 school teams. In partnership with the University of Wyoming, these institutes were offered for graduate credit in 2000-2001. Also in partnership with UW, we are offered a course in data-analysis of WyCAS data for school and district educational leaders last summer (2000) as well as throughout the 2000-2001 school year.	Hands-on, interactive activities with follow-up training and practice.	☐

Question 1.7

Indicate the total number of students and number of regular education students, students with disabilities (students that have IEP or Section 504 plan), limited-English proficient (LEP) students, and migrant students who are enrolled at the grades at which you test.

State	Grade	Total	Regular Ed.	Special Ed.	LEP	Migrant
AK						
	4	14,939	10,555	1701	2,038	645
	8	13,927	10,497	1,327	1,506	597
AL	K	58,040	50,441	5549	1016	1034
	1	62,279	53,083	7019	909	1268
	2	60,258	50,802	7426	845	1185
	3	60,450	50,185	8316	754	1195
	4	58,596	47,892	8937	618	1149
	5	57,426	47,178	8598	635	1015
	6	57,670	47,617	8626	507	920
	7	58,663	48,892	8433	405	933
	8	57,047	48,005	7856	387	799
	9	62,699	53,447	8362	350	540
	10	52,700	45,617	6349	261	473
	11	46,201	40,568	5073	205	355
	12	43,950	38,518	4948	175	309
AR						
	4	34,409	28,793	3,334	470	455
	5	30,722	26,099	3,176	444	1,003
	7	30,269	25,969	3,142	382	776
	8	33,225	27,911	3,412	332	328
	10	29,029	25,542	2,832	222	433
AS						
	4	1097	NA	NA		
	7	1097	NA	NA		
	8	1029	NA	NA		
	10	833	NA	NA		
	12	604	NA	NA		
AZ	K	82,234	67,709	4038	9455	1032
	1	176,854	72,561	5389	9657	1103
	2	177,553	71,244	6371	9466	1063
	3	178,801	71,454	7624	9279	1052
	4	175,107	71,269	8223	8852	1048
	5	169,265	68,783	8387	7631	914
	6	165,193	67,878	8269	6479	924
	7	160,552	66,921	7740	6021	961
	8	160,647	65,728	7039	5286	856
	9	151,107	70,586	6756	3265	1131
	10	128,978	60,661	5314	2461	933
	11	113,912	52,865	4181	1877	686
	12	54,303	48,303	3760	1609	631

Question 1.7 **Indicate the total number of students and number of regular education students, students with disabilities (students that have IEP or Section 504 plan), limited-English proficient (LEP) students, and migrant students who are enrolled at the grades at which you test.**

State	Grade	Total	Regular Ed.	Special Ed.	LEP	Migrant
CA						
	2	485096	260204	43309	168557	13026
	3	488955	266847	51653	157456	12999
	4	489312	278395	57179	141417	12321
	5	464339	274908	56734	121347	11350
	6	451758	281002	55234	104489	11033
	7	438999	282020	53075	93199	10705
	8	431652	286675	49797	84571	10609
	9	482270	334176	49050	88909	10135
	10	444064	321083	43007	70671	9303
	11	401246	303879	35582	53868	7917
	12	347813	272636	29901	38446	6830
CO						
	3	54197	48183	5804	1503	337
	4	54827	48578	6215	1281	313
	5	54875	48327	5994	N/A	290
	7	54320	47706	6022	1039	483
	8	53878	47933	5616	954	373
CT						
	4	44645	36478	6379	1553	235
	6	42894	34567	6539	1553	235
	8	40720	32837	6095	1553	235
	10	35572	28019	5765	1553	235
DC	K					
	1	6787	NA	NA	NA	NA
	2	6398	NA	NA	NA	NA
	3	6200	NA	NA	NA	NA
	4	5571	NA	NA	NA	NA
	5	5169	NA	NA	NA	NA
	6	4243	NA	NA	NA	NA
	7	3848	NA	NA	NA	NA
	8	4021	NA	NA	NA	NA
	9	4619	NA	NA	NA	NA
	10	3724	NA	NA	NA	NA
	11	3291	NA	NA	NA	NA
	12	NA	NA	NA	NA	NA
DE						
	3	8989	7473	1324	176	16
	5	8681	7123	1406	134	18
	8	9272	7850	1295	116	11
	10	9076	7960	1006	102	8
	11	7581	6795	723	62	1

Question 1.7 **Indicate the total number of students and number of regular education students, students with disabilities (students that have IEP or Section 504 plan), limited-English proficient (LEP) students, and migrant students who are enrolled at the grades at which you test.**

State	Grade	Total	Regular Ed.	Special Ed.	LEP	Migrant
DoDEA	K	0		10640 (K-12)	6387 (K-12)	NA
	1	0				
	2	0				
	3	10187				
	4	9885				
	5	9613				
	6	8432				
	7	6604				
	8	7077				
	9	5664				
	10	4636				
	11	3870				
	12	0				
FL						
GA		132430	119049	13381	6155	842
	3	137951	120355	17596	5220	714
	4	137756	119640	18116	4671	653
	5	133251	115470	17781	4224	562
	6	128785	112614	16171	3861	492
	8	123641	108820	14821	3361	438
	11	92855	85912	6943	2110	116
GU	K	0	0	0	0	0
	1	2767	1673	58	1036	0
	2	0	0	0	0	0
	3	2718	1348	122	1248	0
	4	0	0	0	0	0
	5	2707	1188	170	1349	0
	6	0	0	0	0	0
	7	2493	1007	223	1263	0
	8	0	0	0	0	0
	9	3490	2004	307	1179	0
	10	2279	1444	179	656	0
	11	1592	1077	125	390	0
	12	0	0	0	0	0
HI						
	3	13975	12322	805	848	136
	5	13464	11970	840	654	134
	8	11525	10118	836	571	120
	10	10039	8872	601	566	120

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State	Grade	Total	Regular Ed.	Special Ed.	LEP	Migrant
IA	K	36083	32103	2493	1198	289
	1	36669	31887	3250	1167	365
	2	37150	31353	4313	1128	356
	3	37522	30799	5363	1024	336
	4	37930	30747	6019	867	297
	5	37154	29955	6192	763	244
	6	36692	29577	6242	712	161
	7	37082	30081	6226	586	189
	8	38726	31612	6354	603	157
	9	42286	34980	6414	654	238
	10	39896	33408	5751	550	187
	11	38331	33106	4723	399	103
	12	37559	32683	4441	341	94
ID						
	3	23362	18616	2533	1553	660
	4	23639	19119	2571	1287	665
	5	23034	18712	2445	1301	576
	6	22890	18906	2362	1129	493
	7	22529	18814	2250	980	485
	8	22228	18583	2095	1136	414
	9	23730	20053	2073	1137	467
	10	19827	19827	1630	884	381
	11	20998	18711	1241	743	303
IL						
	3	161530	121109	22595	17719	107
	4	160495	122484	24598	13334	79
	5	160537	126131	23762	10570	74
	7	151830	121926	21973	7869	62
	8	149045	120728	21154	7105	58
	10	NA			NA	NA
	11	NA			NA	NA
IN						
	3	79384	63340	14514	1191	339
	6	76702	63914	11590	841	357
	8	74492	62847	10155	745	745
	10	73488	63749	8784	682	273
KS						
	4	38643	30644	5178	1639	1182
	5	38126	30738	4878	1418	1092
	7	38380	31771	4552	3096	955
	8	38922	32712	4354	958	898
	10	38569	33144	3926	649	850
	11	36034	31765	3134	479	656

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State	Grade	Total	Regular Ed.	Special Ed.	LEP	Migrant
KY						
	3	50854	45596	5258	200	1255
	4	49226	43533	5693	161	1179
	5	48148	42056	6092	129	1012
	6	46860	41394	5466	124	953
	7	47844	42218	5626	114	816
	8	47106	41845	5261	94	597
	9	51757	47065	4692	201	496
	10	44269	41055	3214	188	308
	11	40338	37799	2539	162	179
	12	37663	35676	1987	151	135
LA						
	1				NA	NA
	3	58694	51592	7102		
	4	57709	50529	7180		
	5	56275	49123	7152		
	6	57876	50608	7268		
	7	58951	51611	7340		
	8	55657	49117	6540		
	9	64031	56750	7281		
	10	52992	47690	5302		
	11	45961	42205	3756		
MA						
	4	80633	63912	13306	3415	
	8	75333	61475	11918	1940	
	10	66080	54914	9099	2067	
MD						
	2	66,746	57,794	7,152	1,800	
	3	67,048	55,378	9,790	1,880	
	4	69,077	58,304	9,523	1,250	
	5	66,687	53,828	11,533	1,326	
	6	65,675	54,778	9,947	950	
	7	64,874	54,409	9,571	894	
	8	62,776	52,599	9,110	1,067	
	9	70,346	59,105	10,286	955	
	10	60,685	52,052	7,483	1,150	
	11	54,737	48,075	5,707	955	
	12	50,632	45,262	4,855	515	
ME						
	4	16610	13,813	1831	258	201
	8	17650	14748	1708	85	198
	11	15079	13781	864	63	95

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State	Grade	Total	Regular Ed.	Special Ed.	LEP	Migrant
MI						
	4	136710	115000	17000	3987	723
	5	135158	115000	16000	3524	634
	7	132997	115000	14392	2980	625
	8	129738	113000	13600	2618	520
	11	106869	102000	3000	1620	249
MN						
	3	63,493	52,366	7,666	3,461	NA
	5	65,693	53,177	9,465	3,051	NA
	8	68,012	56,906	8,820	2,286	NA
	10	77,326	63,044	10,984	3,298	NA
MO	K	NA	NA	NA	NA	NA
	1	NA	NA	NA	NA	NA
	2	NA	NA	NA	NA	NA
	3	69633	59673	9494	502	91
	4	69542	58832	10260	450	99
	5	NA	NA	NA	NA	NA
	6	NA	NA	NA	NA	NA
	7	66684	56884	9378	422	73
	8	67510	58200	8928	382	70
	9	NA	NA	NA	NA	NA
	10	59977	53725	5968	284	35
	11	53316	48621	4468	227	28
	12	NA	NA	NA	NA	NA
MP						
	3	799				
	4	766				
	5	718				
	8	534				
	10	371				
	11	321				
MS						
	3	40537	na	na	na	na
	4	40163	na	na	na	na
	5	38184	na	na	na	na
	6	37830	na	na	na	na
	7	38808	na	na	na	na
	8	37351	na	na	na	na
	11	34886	na	na	na	na
	12	26458	na	na	na	na
MT						
	4	11679	na	na	na	na
	8	12515	na	na	na	na
	11	11954	na	na	na	na

Question 1.7

Indicate the total number of students and number of regular education students, students with disabilities (students that have IEP or Section 504 plan), limited-English proficient (LEP) students, and migrant students who are enrolled at the grades at which you test.

State	Grade	Total	Regular Ed.	Special Ed.	LEP	Migrant
NC	K	NA				
	1	NA				
	2	NA				
	3	101,164	82,965	13,205	1,766	682
	4	99,4512	73,160	13,661	1,407	647
	5	98,099	70,597	13,534	1,019	673
	6	96,489	69,493	12,827	976	338
	7	94,031	67,910	12,210	915	270
	8	90,984	66,931	11059	876	394
	9	NA				
	10	77,360	64,139	6,009	585	169
	11	NA				
	12	NA				
ND						
	4	8931	7507	1011	413	
	6	9332	7901	1012	419	
	8	9808	9319	1019	470	
	10	9892	8741	771	380	
NE	K	20,537				
	1	20,714				
	2	21,002				
	3	21,372				
	4	21,959	17,248	3991	720	603
	5	21,228				
	6	21,190				
	7	21,750				
	8	22,393	18,837	3123	433	422
	9	24,734				
	10	22,883				
	11	21,558	18,742	2506	310	203
	12	21,502				
NH						
	3	16484	14255	2000	199	30
	6	16844	14110	2532	182	20
	10	14186	12991	1108	83	4
NJ						
	4	106,036	86,953	14,517	3,474	13,725
	8	95,919	77,798	13,820	2,575	9,520
	11	85,399	71,279	15,324 (est)	2,634	737

Question 1.7

Indicate the total number of students and number of regular education students, students with disabilities (students that have IEP or Section 504 plan), limited-English proficient (LEP) students, and migrant students who are enrolled at the grades at which you test.

State	Grade	Total	Regular Ed.	Special Ed.	LEP	Migrant
NM	K	NA				
	1	25349	22466	2883	5580	219
	2	25276	21543	3733	5763	215
	3	25732	20912	4820	7026	222
	4	25573	20087	5486	6266	205
	5	25512	19590	5922	5737	170
	6	24997	19194	5803	4810	164
	7	25148	19212	5936	4220	200
	8	25322	19476	5846	3840	176
	9	29307	23347	5960	3926	159
	10	25601	20750	4851	3056	145
	11	22054	18260	3794	2346	94
	12	18941	15889	3052	1658	64
NV						
	4	27,666	20,697	3,330	3,639	
	8	24,268	1,9460	2,839	1,969	
	10	22,660	18,698	2,317	1,645	
	11	20,549	17,219	2,063	1,267	
	12	18,139	15,718	1,631	790	
NY						
	4	231,866	220,464	1869	3690	na
	9	271,748	236,155	35593	na	na
	10	226,294	200,850	25,444	na	na
	11	183,092	164,830	18,262	na	na
	12	167,216	151,856	15,360	na	na
OH						
	4	143954	122612	19831	1511	
	6	141150	121274	18641	1235	
	9	158765	138386	19098	1281	
	12	123730	111519	11554	657	
OK	K	na	na	na	na	na
	1	na	na	na	na	na
	2	na	na	na	na	na
	3	na	na	na	na	na
	4	na	na	na	na	na
	5	46853	na	na	na	187
	6	na	na	na	na	na
	7	na	na	na	na	na
	8	46999	na	na	na	148
	9	na	na	na	na	na
	10	na	na	na	na	na
	11	42652	na	na	na	93
	12	na	na	na	na	na

Question 1.7

Indicate the total number of students and number of regular education students, students with disabilities (students that have IEP or Section 504 plan), limited-English proficient (LEP) students, and migrant students who are enrolled at the grades at which you test.

State	Grade	Total	Regular Ed.	Special Ed.	LEP	Migrant
OR						
	3	44217	35884	5110	2364	859
	5	44262	36584	5463	1529	686
	8	43465	38221	3996	803	445
	10	42803	39384	2456	644	319
PA						
	5	139925		13595		
	8	141714		20491		
	11	128789		18135		
PR						
	3		46,939			1,322
	6		47,470			1,313
	9		43,438			1,085
	11		38,037			598
RI	K	na	na	na	na	na
	1	na	na	na	na	na
	2	na	na	na	na	na
	3	12537	na		1093	na
	4	12578	na	na	881	na
	5	12309	na	na	705	na
	6	na	na	na	na	na
	7	12094	na	na	512	na
	8	11592	na	na	481	na
	9	12548	na	na	469	na
	10	11099	na	na	370	na
	11	9966	na	na	na	na
	12	na	na	na	na	na
SC						
	3	55048	45854	8857	304	33
	4	50900	41435	9118	320	27
	5	54897	45516	9101	260	20
	6	56942	45380	8420	121	21
	7	53479	45521	7554	80	24
	8	53039	45625	7313	85	16
	9	64093	57925	9470	20	8
	10	47758	41799	5939	18	3
	11	35432	30139	5272	18	3
	12	39953	33074	3869	9	1
SD						
	2	9982	8888	1094		
	4	10188	9110	1078		
	5	10702	9667	1035		
	8	10825	9918	907		
	9	11316	10499	817		
	11	9078	8331	747		

Question 1.7 Indicate the total number of students and number of regular education students, students with disabilities (students that have IEP or Section 504 plan), limited-English proficient (LEP) students, and migrant students who are enrolled at the grades at which you test.

State	Grade	Total	Regular Ed.	Special Ed.	LEP	Migrant
TN						
	3	73,010	N/A	N/A	N/A	N/A
	4	71,234	N/A	N/A	N/A	N/A
	5	68,840	N/A	N/A	N/A	N/A
	6	67,114	N/A	N/A	N/A	N/A
	7	68,477	N/A	N/A	N/A	N/A
	8	66,730	N/A	N/A	N/A	N/A
	9	71818	N/A	N/A	N/A	N/A
	11	55548	N/A	N/A	N/A	N/A
TX						
	3	312,687	272,340	40,347	60,757	6918
	4	314,891	269,812	45,079	49,945	6958
	5	304,471	257,774	46,697	39,999	6535
	6	303,527	257,862	45,665	33,717	6379
	7	304,734	259,742	44,992	28,234	6316
	8	305,039	262,150	42,889	25,151	6413
	10	264,056	232,115	31,941	17,168	4793
	11	38,029	31,209	6820	6628	1134
	12	15,267	12,064	3203	3167	561
UT						
	3	34320	31264	3056		
	5	34298	30703	3595		
	8	33101	30230	2871		
	11	32702	30643	2059		
VA		83938	NA	NA	NA	NA
	1	88996	NA	NA	NA	NA
	2	89819	NA	NA	NA	NA
	3	90494	NA	NA	NA	NA
	4	90781	NA	NA	NA	NA
	5	87933	NA	NA	NA	NA
	6	86303	NA	NA	NA	NA
	7	85872	NA	NA	NA	NA
	8	85092	NA	NA	NA	NA
	9	95017	NA	NA	NA	NA
	10	80490	NA	NA	NA	NA
	11	71917	NA	NA	NA	NA
	12	69333	NA	NA	NA	NA
VI						
	3	1570		not known		
	6	1354		not known		
	8	1271		not known		
	11	798		not known		

Question 1.7 **Indicate the total number of students and number of regular education students, students with disabilities (students that have IEP or Section 504 plan), limited-English proficient (LEP) students, and migrant students who are enrolled at the grades at which you test.**

State	Grade	Total	Regular Ed.	Special Ed.	LEP	Migrant
VT						
	2	7462	6580	748	81	53
	4	7965	6745	1037	79	104
	8	8173	6877	1155	61	80
	10	8345	7090	1112	70	73
WA	K	na	na	na	na	na
	1	na	na	na	na	na
	2	78000	na	9400	7500	2200
	3	79000	na	9300	6100	2000
	4	78000	na	9400	5100	1900
	5	na	na	na	na	na
	6	78000	na	8700	3400	1500
	7	77000		8800	3300	1550
	8	na	na	na	na	na
	9	77000	na	8000	3000	1000
	10	78000	na	6200	3300	1350
	11	na	na	na	na	na
	12	na	na	na	na	na
WI						
	3	63575	59195	4380	1631	189
	4	64802	56208	8594	2273	27
	8	67387	58651	8736	1276	28
	10	69106	61859	7247	1032	54
WV	K	NA	NA	NA	NA	NA
	1	NA	NA	NA	NA	NA
	2	NA	NA	NA	NA	NA
	3	22082	17088	4302	87	1
	4	21788	16826	4079	73	6
	5	21647	16714	3971	57	8
	6	21439	16656	3786	64	12
	7	22207	17407	3762	49	4
	8	22201	17595	3632	62	4
	9	23058	19418	3549	53	6
	10	20838	17968	2787	39	3
	11	20026	17542	2401	46	0
WY						
	4	6826	5713	954	90	
	8	7472	6581	817	80	
	11	6800	6185	565	49	

Question 1.8 Counting only permanent SEA employees assigned to your state's assessment unit, how many full-time equivalents (FTEs) worked on any aspect of the assessment programs described in this survey, plus any related development projects, during 1999-2000?

Question 1.9 Indicate the total budget for 1999-2000 assessment programs described in this survey, plus any related developmental projects. Include all internal and external costs, such as staffing, travel, contractual, and other costs in your estimate.

State	Professional FTEs	Support FTEs	Staffing	Contractual	Other	(Please Specify)
AK	1	1	$140,000.00	$3,100,000.00	$200,000.00	meetings, committees, etc.
AL	6	2	$350,000.00	$4,000,000.00		
AR	1	1				
AS	2	4	$151,689.00	$25,419.00	$144,248.00	Training Materials and Supplies
AZ	8	2	$400,000.00	$7,000,000.00		
CA	18	7	$4,500,000.00	$62,669,000.00		
CO	4	1				
CT	11	2	$800,000.00	$4,470,591.00		
DC	3	4	$299,184.00	$100,000.00	$2,200,000.00	Stanford Achievement Testing Program. End-of-course pilot examinations. Reading and Mathematics Proficiency. Examination field test/pilot.
DE	8	4	$935,000.00	$3,088,959.00		
DoDEA	1	2	$0.00	$1,400,000.00	$0.00	
FL			$0.00	$0.00	$0.00	
GA	13	3				
GU	4	2	$278.53	$420,117.00	$0.00	
HI	4	2	$365,647.00	$1,581,975.00		
IA	NA	NA				
ID	.5	.5	$60,000.00	$747,000.00		
IL	12	3	$900,000.00	$12,332,000.00	$268,000.00	Consultants, advisory committees, travel, printing, equipment, computer hardware and software
IN	4	2	$379,737.00	$14,000,000.00		

Question 1.8 Counting only permanent SEA employees assigned to your state's assessment unit, how many full-time equivalents (FTEs) worked on any aspect of the assessment programs described in this survey, plus any related development projects, during 1999-2000?

Question 1.9 Indicate the total budget for 1999-2000 assessment programs described in this survey, plus any related developmental projects. Include all internal and external costs, such as staffing, travel, contractual, and other costs in your estimate.

State	Professional FTEs	Support FTEs	Staffing	Contractual	Other	(Please Specify)
KS	1.5	.5	$85,000.00	$1,800,000.00		
KY	19	3	$1,288,000.00	$8,100,000.00		
LA	16.5	2	$1,000,000.00	$9,200,000.00		
MA	9	1	$700,000.00	$15,962,025.00		
MD	9	3	$600,000.00	$10,500,000.00		
ME	2	0		$3,429,586.00	$175,000.00	Estimate for committee support
MI	8	7	$600,000.00	$13,000,000.00		
MN	5	2		$6,200,000.00		
MO	5	2				
MP	Vacant FTE's	1	$88,000.00	$0.00	$100,000.00	Assessment Documents, Proctor Workshops, Postage and Handling
MS	6	3	$436,422.00	$6,444,203.00	$238,300.00	Office Operations
MT	.5	1	$70,000.00		$10,000.00	Materials, related items
NC	9	1	$600,000.00	$10,800,000.00	$500,000.00	Equipment/Program Operations
ND	2	2	$160,000.00	$250,000.00		These expenditure amounts are estimates.
NE	2	1			$1,400,000.00	
NH	3	1.5	$313,340.00	$2,273,022.00	$280,000.00	Special Projects, Staff Development
NJ	17	3	$1,441,553.00	$14,000,000.00		
NM	5	2				
NV	3	3	$307,860.00	$1,402,765.00	$206,113.00	Operating Expenses
NY	27	16	$1,500,000.00	$5,700,000.00	$600,000.00	mandated costs such as utilities

Question 1.8

Counting only permanent SEA employees assigned to your state's assessment unit, how many full-time equivalents (FTEs) worked on any aspect of the assessment programs described in this survey, plus any related development projects, during 1999-2000?

Question 1.9

Indicate the total budget for 1999-2000 assessment programs described in this survey, plus any related developmental projects. Include all internal and external costs, such as staffing, travel, contractual, and other costs in your estimate.

State	Professional FTEs	Support FTEs	Staffing	Contractual	Other	(Please Specify)
OH	7	2	$65,000.00	$9,639,788.00	$1,409,000.00	travel, printing, shipping, equipment, participation in SCASS, supplies
OK	5	2		$2,296,927.00		
OR	15	13	$1,384,000.00	$5,500,000.00	$2,000,000.00	Services and supplies for staff, item review panels, etc.
PA	10	4		$15,000,000.00		
PR	7	12	$277,345.00	$871,535.00	$0.00	
RI	6	2	$700,000.00	$2,800,000.00		
SC	12	3	$612,419.00	$9,163,910.66	$503,771.34	all other office expenses
SD	.3	.1	$16,000.00	$382,606.00		
TN	16	17	$1,294,600.00	$10,436,700.00	$686,000.00	travel, printing, supplies, equipment, etc.
TX	27	5	$1,336,458.00	$36,750,172.00		
UT	7	6				
VA	10	3		$11,555,014.73		
VI	1	10	$100,000.00		$200,000.00	Materials/Travel/Miscellaneous
VT	4	2	$293,902.00	$1,188,425.00	$1,788,841.00	honoraria, professional development for teachers, operating costs, assessment development.
WA	5	4				
WI	12	4	$600,000.00	$2,100,000.00		
WV	4	5	$662,500.00	$630,000.00	$0.00	
WY	1.5	1	$180,000.00	$1,650,000.00	$200,000.00	Contracts with technical advisors, consultants, CRESST.

Question 2.1 Has your state developed or does it plan to develop any approaches to assessment other than single-choice multiple-choice items?

State	Subject	Assessment Types	Grade	Status	Availability
AK	Mathematics	3 & 4	3, 6, 8 & HS	7	1
	Reading	3 & 4	3, 6, 8 & HS	7	1
	Writing	3 & 4	3, 6, 8 & HS	7	1
AL	Mathematics	12	K	7	1
	Reading	3, 5, 6, 8, 11	K, 1, & 2	7	1
	Writing	4, 6	5 & 7	7	1
	Alt. Assess.	1-12	K-12	5	2
AR	Mathematics	1,2,4,	4, 5, 6. 7, 8, 10,11	7 or 4	1
	Reading	1,2,4,	4, 5, 6, 7, 8,10, 11	7 or 4	1
	Writing	1,2,4	4, 8, 11	7 or 4	1
	Other LA	1	5, 7, 10	7	1
	Science	1	5, 7, 10	7	1
	Social Studies	1	5, 7, 10	7	1
	Literacy, Math; Literacy	7	4,6,8; 11	3	1
AS					
AZ	Mathematics	3	3,5,8 and h.s.	6	1
	Reading	3	3,5,8 and h.s.	6	1
	Writing	3, 4	3,5,8 and h.s.	6	1
CA	Mathematics	4	4, 8-12	1, 7	1, 2
	Reading	3,4	4, 8, 9-12	1, 2	1
	Writing	3, 4	4, 7, 8, 9-12	1, 6, 7	1, 2
	Science	3,4, 6, 10	5, 8,	1, 7	1, 2
	Social Studies	3, 4, 10	5, 8,	1, 7	1, 2
	Civics/Gov't	3, 4	9-12	7	1
	Economics	3, 4, 10	9-12	7	1
	History	3, 4	9-12	7	1
	Foreign Lang.	3, 4	9-12	7	1
	Career/Voc. Ed.	3, 4, 6	9-12	7	1
	Physical Fitness		5, 7, 9	7	5
CO	Mathematics	3, 4	1-12	1-Grades 6,7,9, 10; 7-Grades 5, 8	1
	Reading	3, 4	1-12	1-Grades 5,6,8,910; 7-Grades 3,4,7	1
	Writing	3, 4	1-12	1-Grades 3,5,6,8,9,10; 7-Grades 4, 7	1
	Science	3, 4	1-12	7- Grade 8	1

Assessment Types
1=Multiple-choice, multiple correct answer
2=Multiple-choice, with student explanation
3=Short constructed response
4=Extended constructed response
5=Observation
6=Hands-on performance assess. (individual or group)
7=Portfolios or learning record
8=Projects, exhibitions, or demonstrations
9=Computer-adaptive assessment
10=Gridded response
11=Examples of student work
12=Other

Grades
P=Preschool
K=Kindergarten
1-12=Grade

Status*
1=Plan to develop
2= Funded, not started
3= Begun development
4= Complete
5= Piloted, being refined
6= Ready for use
7= In use

Availability
1=Not available/secured
2=May be examined, but not used
3=All are available
4=Some are available
5=All available after use
6=Some available after use

*Mark the number that indicates the furthest you have gone in each subject area as of August 31, 2000

Question 2.1 Has your state developed or does it plan to develop any approaches to assessment other than single-choice multiple-choice items?

State	Subject	Assessment Types	Grade	Status	Availability
CT	Mathematics	3, 10	4,6,8,10	7	6
	Reading	3, 4	4,6,8,10	6	7
	Writing	4	4,6,8,10	7	5
	Other LA	4	10	7	5
	Science	3,6	10	7	6
DC	Mathematics	3,4	3,5,8,9-10	5,1	1
	Reading	3,4	3,5,8 &11	5	1
	Writing	4	3,5,8 &11	5	1
	Other LA	4	9-12	1	1
	Science	3	8-12	1	1
	Social Studies	3,4	9-12	1	
DE	Mathematics	3,4,10	3,5,8,10	7	6
	Reading	3,4,10	3,5,8,10	7	6
	Writing	4	3,5,8,10	7	6
	Science	3,10	4,6,8,11	7	6
	Social Studies	3,10	4,6,8,11	7	6
DoDEA	Mathematics	1,2,3	3-11	7	1
	Reading	1,2,3	3-11	7	1
	Writing	4	5, 8, 10	7	5
	Other LA	1,2,3	3-11	7	1
	Science	1,2,3	3-11	7	1
	Social Studies	1,2,3	3-11	7	1
FL					
GA	Mathematics	8 / 3	K / 4, 6, 8	6	1 / 5
	Reading	3	4, 6, 8	6	5
	Writing	4	3, 5, 8, 11	6	1
	Other LA	8 / 3	K / 4, 6, 8	6	1 / 5
	Social/Emotional Development	8	K		1
GU	Mathematics	1	k-12	1	1
	Reading	1	k-12	1	1
	Writing	1	k-12	1	1
	Other LA	1	k-12	1	1
HI	Mathematics	3,4	3,5,8,10	5	1
	Reading	3,4	3,5,8,10	5	1
IA					
ID	Mathematics	4	4, 8	7	5
	Reading	6	k, 1, 2, 3	1	1
	Writing	4	4, 8, 11	7	5

Assessment Types
1=Multiple-choice, multiple correct answer
2=Multiple-choice, with student explanation
3=Short constructed response
4=Extended constructed response
5=Observation
6=Hands-on performance assess. (individual or group)
7=Portfolios or learning record
8=Projects, exhibitions, or demonstrations
9=Computer-adaptive assessment
10=Gridded response
11=Examples of student work
12=Other

Grades
P=Preschool
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1-12=Grade

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Availability
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Question 2.1 Has your state developed or does it plan to develop any approaches to assessment other than single-choice multiple-choice items?

State	Subject	Assessment Types	Grade	Status	Availability
IL	Mathematics	4	3, 5, 8	6	5
	Reading	4	3, 5, 8	6	6
	Writing	4	3, 5, 8	7	5
	Science	4	4, 7	3	
	Social Studies	4	4, 7	3	
IN	Mathematics	3	3, 6, 8, 10	7	3
	Reading	3	3, 6, 8, 10	7	3
	Writing	4	3, 6, 8, 10	7	3
KS	Mathematics	1	4, 7, 10	7	1
	Reading	1	5, 8, 11	7	1
	Writing	4	5, 8, 11	7	1
	Science	1	4, 7, 10	3	1
	Social Studies	1	6, 8, 11	3	1
KY	Mathematics	1,4	5,8,11	7	6
	Reading	1,4	4,7,10	7	6
	Writing	4,7	4,7,12	7	6
	Science	1,4	4,7,11	7	6
	Social Studies	1,4	5,8,11	7	6
	Civics/Gov't	1,4	5,8,11	7	6
	Economics	1,4	5,8,11	7	6
	Geography	1,4	5,8,11	7	6
	History	1,4	5,8,11	7	6
	Health Ed.	1,4	5,8,11	7	6
	Physical Ed.	1,4	5,8,11	7	6
	Dance	1,4	5,8,11	7	6
	Music	1,4	5,8,11	7	6
	Theatre	1,4	5,8,11	7	4
	Visual Arts	1,4	5,8,11	7	6
	Employ. Skills	1,4	5,8,10	7	6
	Career/Voc. Ed.	1,4	5,8,10	7	6
	Humanities	1, 4	5,8,11	7	6

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12=Other

Grades
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Question 2.1 Has your state developed or does it plan to develop any approaches to assessment other than single-choice multiple-choice items?

State	Subject	Assessment Types	Grade	Status	Availability
LA	Mathematics	4	4, 8, 10	6, 7	6
	Reading	3, 4	4, 8, 10	6, 7	6
	Writing	4	4, 8, 10	6, 7	6
	Science	3, 4, 6	4, 8, 11	5, 7	6
	Social Studies	4	4, 8, 11	5, 7	6
	Civics/Gov't	4	4, 8, 11	5, 7	6
	Economics	4	4, 8, 11	5, 7	6
	Geography	4	4, 8, 11	5, 7	6
	History	4	4, 8, 11	5, 7	6
	Dance	3, 6	5, 7	1	6
	Music	3	5, 7	1	6
	Theatre	3	5, 7	1	6
	Visual Arts	3	5, 7	1	6
	Foreign Lang.	3, 5, 12	5, 8	7	5
MA	Mathematics	3, 4	4, 6, 8, 10	(Grades 4, 8, 10: 7)(Grade 6: 3)	(Grades 4, 8, 10: 6)(Grade 6: 3)
	Reading	4	3, 4, 7, 8,10	(Grades 4, 8, 10: 7)(Grades 3, 7: 3)	(Grades 4, 8, 10: 6)(Grades 3, 7: 3)
	Writing	4	4, 8, 10	(Grades 4,8,10:7) (Grades7:5)	(Grades 4,8,10:3)(Grade 7:1)
	Science	4	4, 5, 8,10	(Grades 4, 8, 10: 7)(Grade 5: 3)	(Grades 4, 8, 10: 6)(Grade 5:1)
	History	4	4, 5, 8, 10	(Grades 4, 8, 10: 7)(Grade 5: 3)	(Grades 4,8 10: 6)(Grade 5: 1)
	MCAS-Alternate Assessment	7	3,4,5,6,7,8,10	5	1
MD	Mathematics	6	3, 5, 8	7	4
	Reading	6	3, 5, 8	7	4
	Writing	6	3, 5, 8	7	4
	Other LA	6	3, 5, 8	7	4
	Science	6	3, 5, 8	7	4
	Social Studies	6	3, 5, 8	7	4
ME	Mathematics	1,3,4	4,8,11,	7	6
	Reading	1,3,4	4,8,11	6	7
	Writing	4	4,8,11	7	6
	Other LA	1,3,4	4,8,11	7	6
	Science	1,3,4	4,8,11	7	6
	Social Studies	1,3,4	4,8,11	7	6
	Health Ed.	1,3,4	4,8,11	7	6
	Physical Ed.	1,3,4	4,8,11	7	6
	Visual Arts	1,3,4	4,8,11	7	6
	Foreign Lang.	NA	NA	3	NA
	Career/Voc. Ed.	NA	NA	3	NA

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State	Subject	Assessment Types	Grade	Status	Availability
MI	Mathematics	3	11	7	4
	Reading	4	11	4	7
	Writing	4	5, 8, 11	7	4
	Science	6, 3	5, 8	7	4
	Social Studies	3, 4	5, 8, 11	7	4
MN	Mathematics	1, 2,3,4,5, 6,7, 8, 11	K-12	1, 5,7	4
	Reading	1, 2,3,4,5, 6,7, 8, 1	K-12	4	1, 5,7
	Writing	1, 2,3,4,5, 6,7, 8, 1	K-12	1, 5,7	4
	Other LA	1, 2,3,4,5, 6,7, 8, 1	K-12	1, 5,7	4
	Science	1, 2,3,4,5, 6,7, 8, 1	K-12	1, 5,7	4
	Social Studies	1, 2,3,4,5, 6,7, 8, 1	K-12	1, 5,7	4
	Civics/Gov't	1, 2,3,4,5, 6,7, 8, 1	K-12	1, 5,7	4
	Economics	1, 2,3,4,5, 6,7, 8, 1	K-12	1, 5,7	4
	Geography	1, 2,3,4,5, 6,7, 8, 1	K-12	1, 5,7	4
	History	1, 2,3,4,5, 6,7, 8, 1	K-12	1, 5,7	4
	Health Ed.	1, 2,3,4,5, 6,7, 8, 1	K-12	1, 5,7	4
	Physical Ed.	1, 2,3,4,5, 6,7, 8, 1	K-12	1, 5,7	4
	Dance	1, 2,3,4,5, 6,7, 8, 1	K-12	1, 5,7	4
	Music	1, 2,3,4,5, 6,7, 8, 1	K-12	1, 5,7	4
	Theatre	1, 2,3,4,5, 6,7, 8, 1	K-12	1, 5,7	4
	Visual Arts	1, 2,3,4,5, 6,7, 8, 1	K-12	1, 5,7	4
	Foreign Lang.	1, 2,3,4,5, 6,7, 8, 1	K-12	1, 5,7	4
MO	Mathematics	3, 4,	4, 8, 10	7	6
	Reading	1, 3, 4	3, 7, 11	7	6
	Writing	4	3, 7, 11	7	6
	Science	3, 4	3, 7, 10	7	6
	Social Studies	1, 3, 4	4, 8, 11	7	6
	Civics/Gov't	1, 3, 4	4, 8, 11	7	6
	Economics	1, 3, 4	4, 8, 11	7	6
	Geography	1, 3, 4	4, 8, 11	7	6
	History	1, 3, 4	4, 8, 11	7	6
	Health Ed.	1, 3, 4	5, 9	7	6
	Physical Ed.		5, 9	7	6
MP	Mathematics	3 & 4	3, 7, 10	1	
	Reading	Diagnostic at Grade 1 Narrative	4, 8, 11	Being Developed	SY01-02
	Writing	2, 3, 4	5, 7, 11	1	
	Science	3 & 4	4, 8, 12	1	
	Social Studies	3 & 4	3, 6, 8, 12	1	

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State	Subject	Assessment Types	Grade	Status	Availability
MS	Mathematics	3 , 4	2-8; Alg I students	3, 5	1
	Writing	4	4, 7, 11, Eng II students	3, 5, 7	1
	Other LA	3	2-8	3	1
	Science	3,4	enrolled students	3	1
	History	3,4	enrolled students	3	1
MT					
NC	Mathematics	3	4, 8	6	5
	Reading	3	4,8	6	5
	Writing	4	4,7,10	6	5
	Alt. Asses. Portfolio, Computer Adaptive Rdg/Math; Computer Skills	7,9,6,3	3-8, 10; 8 onward	3,4,5,6,7	2
ND	Mathematics	4	1-12	3	1
	Reading	4	1-12	3	6
	Writing	4	1-12	6	3
	Other LA	4	1-12	6	1
NE	Mathematics	Locally designed	4,8,11	1	1
	Reading	Locally designed	4,8,11	5	5
	Writing	Performance	4,8,11	3	5
	Other LA	Locally designed	4,8,11	5	5
	Science	Locally designed	4,8,11	1	1
	Social Studies	Locally designed	4,8,11	1	1
NH	Mathematics	4	3, 6, 10	7	4
	Reading	4	3, 6, 10	4	7
	Writing	4	3, 6, 10	7	4
	Other LA	4	3, 6, 10	7	4
	Science	4	6, 10	7	4
	Social Studies	4	6, 10	7	4
	Civics/Gov't	4	6, 10	7	4
	Economics	4	6, 10	7	4
	Geography	4	6, 10	7	4
	History	4	6, 10	7	4

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State	Subject	Assessment Types	Grade	Status	Availability
NJ	Mathematics	4	4, 8, 11	7	4
	Reading	4	4, 8, 11	7	4
	Writing	4	4, 8, 11	7	4
	Science	4	4, 8	7	4
	Social Studies	4	5, 8	5	1
	Health Ed.	4			
	Physical Ed.	4			
	Dance	4, 6, 8	4	3	1
	Music	4, 6, 8	4	3	1
	Theatre	4, 6, 8	4	3	1
	Visual Arts	4, 6, 8	4	3	1
	Career/Voc. Ed.	4		1	1
NM	Mathematics	1, 3	4, 6, 8, 10, 11	1, 6	1
	Reading	3, 4	4, 6, 8, 10, 11	1	6
	Writing	1, 3, 4, 6	4, 6, 8, 10, 11	1, 6	1
	Other LA	1, 3	4, 6, 8, 10, 11	1, 6	1
	Science	1, 3	4, 6, 8, 10, 11	1, 6	1
	Social Studies	1, 3	4, 6, 8, 10, 11	1, 6	1
	Civics/Gov't	1, 3	4, 6, 8, 10, 11	1, 6	1
	Economics	1, 3	4, 6, 8, 10, 11	1, 6	1
	Geography	1, 3	4, 6, 8, 10, 11	1, 6	1
	History	1, 3	4, 6, 8, 10, 11	1, 6	1
	Career/Voc. Ed.	1, 3	11	1	1
NV	Mathematics	3, 7	3, 5, 4, 8, 10	5, 1	1
	Reading	3, 7	3, 5, 4, 8, 10	5, 1	1
	Writing	4	4, 8, 11/12	7	5
	Science	3, 4	3, 5, 11/12	5	4
NY	Mathematics	3, 4	4, 8, 9-12	7	6
	Reading	3, 4	4, 8, 11	6	7
	Writing	3, 4	4, 8, 11	7	6
	Other LA	3, 4	4, 8, 11	7	5
	Science	3, 4, 6, 8	4, 8*, 9-12	3*,7	6
	Social Studies	3, 4	10, 11,8*	7	5
	Civics/Gov't	3, 4	11	7	5
	Geography	3, 4	10,8*	3*,7	5
	History	3, 4	10, 11,8*	3*,7	5
	Foreign Lang.	3, 4, 8	8, 10, 11	7	6
	Career/Voc. Ed.	3	8*, 9-12	3*, 7	6

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Question 2.1 Has your state developed or does it plan to develop any approaches to assessment other than single-choice multiple-choice items?

State	Subject	Assessment Types	Grade	Status	Availability
OH	Mathematics	1, 3, 4, 10	4, 6, 9, 10, 12	3, 6	2
	Reading	1, 3, 4	4, 6, 9, 10, 12	3, 6	2
	Writing	4	4, 6, 9, 10, 12	3, 6	2
	Science	1, 3, 4	4, 6, 9, 10, 12	3, 6	2
	Social Studies	1, 3, 4	4, 6, 9, 10, 12	3, 6	2
	Math, R/W, Sc, SS	3, 4, 5, 8	1, 2, 3, 5, 7	6	5
OK					
	Writing	6	5, 8, 11	7	1
OR	Mathematics	4,7,9	3,5,8,10	7,7,2	5,1
	Reading	7,9	3,5,8,10	5,1	1,2
	Writing	4	3,5,8,10	7	5
	Other LA	(Speaking) 5	3,5,8,10	7	3
	Science	3,4,7	5,8,10	3	
	Social Studies	3,4,7	5,8,10	3	
	Employ. Skills	3,5,6,11	12	1	
PA	Mathematics	1,2,3,4	5, 8,11	7	1,6
	Reading	1,2,3,4	5,8,11	7	1,6
	Writing	1,3	6,9,11	5	1
PR	Mathematics	1	3, 6, 9, 11	4	3
	Reading	1, 12	3, 6, 9, 11	4	3
	Writing	12	9	4	3
	Science	1	3, 6, 9, 11	4	3
	Social Studies	1	3, 6, 9, 11	4	3
	Foreign Lang.	1, 12	3, 6, 9, 11	4	3
RI	Mathematics	2,3,4	4,8,10	7	1
	Reading	2,3,4	4,8,10	7	1
	Writing	4	3,7,11	7	5
	Health Ed.	2,3,4	5,9	7	1
SC	Mathematics	3,	3-8 & 10-12	7 (3-8), 5 (10-12)	1
	Reading	3, 4	3-8 & 10-12	7 (3-8), 5 (10-12)	1
	Writing	3, 4	3-8 & 10-12	7 (3-8), 5 (10-12)	1
	Science	3	3-8 & 10-12	1	1
	Social Studies	3	3-8 & 10-12	1	1
	Personal/Social Development; Language and Literacy; Mathematical Thinking	12 (Checklist)	K-1		

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State	Subject	Assessment Types	Grade	Status	Availability
SD	Mathematics	9	3,6,10	5	3
	Reading	9	3,6,10	3	5
	Science	9	3,6,10	5	
	Social Studies	9	3,6,10	5	
	Career/Voc. Ed.	5,6,7,8	All	5	3
TN	Mathematics	2,3	3-8. HS	1	1
	Reading	2,3	3-8. HS	1	1
	Writing	4	4, 7, 11	4	1
	Other LA	2,3	3-8, 10, 9	1	1
	Science	1	3-8	4	1
	Social Studies	1	3-8. 10	1,4	1
	History	2	11	3	1
TX					
	Writing	4	4, 7, 8, 10	7	6
	Other LA	3, 4	9, 10, 11, 12	7	6
	State Developed Alt. Assess.	3, 4	K-8	5	1
UT	Mathematics	1,3, 6	1-12	3, 7	3
	Reading	1,3, 6	1-12	3, 7	3
	Writing	6	1-12	7	3
	Other LA	4	6, 9	3	3
	Science	1, 3, 6	1-12	3, 7	3
	Social Studies	6	1-6	7	2
	Visual Arts	6	1-6	7	2
VA					
	Writing	4	5, 6, 8, 11	7	6
VI	Mathematics	1,4	3,6,8,11	3	3
	Reading	1,4	3,6,8,11	3	3
	Other LA	1,4	3,6,8,11	3	3
	Science	1,4	3,6,8,11	3	3
	Social Studies	1,4	3,6,8,11	3	3
VT	Mathematics	7	4, 8, 10	7	3
	Writing	7	5, 8	7	3

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State	Subject	Assessment Types	Grade	Status	Availability
WA	Mathematics	3, 4	4, 7, 10	4	1
	Reading	3, 4	4, 7, 10	4	1
	Writing	3,4	4, 7, 10	4	1
	Other LA	3, 4	4, 7, 10	4	1
	Science	4	5, 8, 10	3	1
	Social Studies	4	5, 8, 10	1	1
	Civics/Gov't	3, 4	5, 8, 10	1	1
	Geography	3, 4	5, 8, 10	1	1
	History	3, 4	5, 8, 10	1	1
	Health Ed.	3, 4	5, 8, 10	1	1
	Physical Ed.	3, 4	5, 8, 10	1	1
	Dance	3, 4	5, 8, 10	1	1
	Music	3, 4	5, 8, 10	1	1
	Theatre	3, 4	5, 8, 10	1	1
	Visual Arts	3, 4	5, 8, 10	1	1
WI	Mathematics	3	11-12	4	1
	Reading	3	3, 11-12	3 (7), 11-12 (4)	3 (5), 11-12 (12)
	Writing	3, 4	11-12	4	1
	Other LA		11-12	4	1
	Science	3	11-12	4	1
	Social Studies	3	11-12	4	1
	Economics	3	11-12	4	1
	Geography	3	11-12	4	1
	History	3	11-12	4	1
WV	Mathematics	3,4	3-11	1	NA
	Reading	3,4	3-11	1	NA
	Writing	6	4, 7, 10	7	6
	Other LA	3,4	3-11	1	NA
	Science	3,4	3-11	1	NA
	Social Studies	3,4	3-11	1	NA
WY	Mathematics	1, 3, 4	4, 8, 11	7	6
	Reading	1, 3, 4	4, 8, 11	7	6
	Writing	6	4, 8, 11	7	6
	Employ. Skills	5	9, 10, 11, 12	7	3
	Career/Voc. Ed.	5	9, 10, 11, 12	7	3

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Availability
1=Not available/secured
2=May be examined, but not used
3=All are available
4=Some are available
5=All available after use
6=Some available after use

*Mark the number that indicates the furthest you have gone in each subject area as of August 31, 2000

Question 2.2.1 What was your 1999-2000 plan for IASA Title I assessment and evaluation? What measures were used?

State	Response
AK	California Achievement Test, 5th edition.
AL	The State Department of Education (SDE) uses the battery scores in grades 3-11 following the spring administration of the Stanford Achievement Test, 9th edition, to identify students, schools, and school systems in 4 performance levels.
AR	Criterion referenced testing through Primary Benchmark Exam at grade 4; Intermediate Benchmark at grade 6 (field), Middle Level Benchmark at grade 8, field testing of end of course tests in algebra, geometry in grades 9-12, and an 11th grade literacy exam.
AS	Not applicable--funds consolidated under Title 6
AZ	The transitional model is best described as a work in progress. Our goals for all schools eligible for funding, or operating, as a Title I school shall be accomplished by the year 2005: Goal 1: Ninety percent of all students will score Proficient or above in Reading Comprehension and Mathematics from the Stanford Achievement Test, Ninth Edition, extracted items; and Goal 2: No students will score Below Basic on either Reading Comprehension or Mathematics from the Stanford Achievement Test, Ninth Edition, extracted items. AYP is the determination, using the GRM, of the progress of a school toward these goals. The goals are consistent with the Arizona framework of increasing the academic achievement of every student while giving all students the opportunity to demonstrate what they know and are able to do. This foundation supports an accountability system for all students, including those with disabilities and those who are limited English proficient (LEP)*. Progress toward these goals will be evaluated first by a measure derived from a subset of test items on the state-administered Stanford Achievement Test, Ninth Edition (Stanford 9). The evaluation will include Reading Comprehension and Mathematics test items aligned to the Arizona Academic Standards, as measured in grades 3, 8 and 12. The next stage will use the recommended cut scores for each of the four performance categories at grades 3, 8 and 12. These performance categories, in order of skill and proficiency, are Advanced, Proficient, Basic and Below Basic. (*The supporting guidelines, LEP GUIDELINES, ARIZONA STUDENT ACHIEVEMENT PROGRAM: ACCOUNTABILITY FOR ALL STUDENTS and SPECIAL EDUCATION GUIDELINES, ARIZONA STUDENT ACHIEVEMENT PROGRAM: ACCOUNTABILITY FOR ALL STUDENTS may be acquired from the ADE website at http://www.ade.state.az.us/programs/foundations/ssa/Default.htm or by calling the ADE at 602-542-4391.)
CA	In 1999-2000, the statewide assessment system used the Stanford 9, a nationally norm-referenced test, and the STAR augmentation, consisting of questions aligned to California's content standards. All students were required to take the Stanford 9 and STAR augmentation. In 1999, an Academic Performance Index (API) was established to rank the academic performance of schools, set targets for growth, and monitor progress over time. Schools' API scores include results for numerically significant subgroups. Results for LEP students are included in schools' API scores, but LEP students are not identified as a separate subgroup. In 2000, API scores were based only on results from the Stanford 9.
CO	The Colorado Student Assessment Program and transitional assessment results were combined into school indexes at the elementary level. Middle/Junior and Senior High school indexes were computed using transitional assessment results. Transitional assessments are standards-based assessments by major publishers that vary across school districts.

Question 2.2.1 What was your 1999-2000 plan for IASA Title I assessment and evaluation? What measures were used?

State	Response
CT	Title I schools and districts are accountable for their students' performance on the Connecticut Mastery Test (CMT) and Connecticut Academic Performance Test (CAPT). For accountability purposes CMT results are attributed to the school that each student attended during the previous school year because the CMT is administered at the beginning of each school year. Schools where students take the CAPT are considered accountable for their current students' performance because the CAPT is administered during the spring. For Title I schools that only serve students prior to grade three (e.g., PK, K-1, or K-2 school), school-level assessment information is provided based upon where students in these sending schools generally attend third grade. This allows schools that serve only younger students to receive information about how their students tend to perform on later tests of reading, writing, and mathematics without imposing assessment requirements that may be inappropriate for young children.
DC	In SY 1999-2000 the District of Columbia developed the PASS System (Performance Assessment and Standards System) This will eventually include both norm-referenced and criterion-referenced examinations. The test formats will be both multiple-choice and performance-based. For 1999-2000, the SAT9 multiple choice tests in Reading and Mathematics were used while the SAT9 Writing Assessment, the DC Reading and Mathematics Proficiency Examinations and an Algebra I End-of-Course examination were piloted.
DE	Delaware uses the DSTP for both Title I and non-Title I Students. The 2000 Title I Performance Report which will use DSTP results as a primary indicator will be published in the summer of 2001. 2000 AYP was determined using DSTP results.
DoDEA	DoDEA does not participate in Title I. A component of the DoDEA regular education program is the Compensatory Education program. As Compensatory Education students are part of the regular education program (not IEP, special education students) , DoDEA assesses these students in the same regular education CTB TerraNova assessment.
FL	
GA	--GKAP-R for K-2 --CRCT for K-8 or 3-8 --GHSGT for 9-1
GU	Note: Guam does not receive Title I funds.
HI	Interim plan: (1) Reading Comprehension subtest of the Stanford Achievement Test (9th Ed.) Abbreviated, (2) Mathematics Problem-Solving subtest of the Stanford Achievement Test (9th Ed.) Abbreviated, (3) Average daily attendance, and (4) school selected student achievement indicator.
IA	All LEAs reported annual achievement progress and data to the SEA in the areas of reading and mathematics. Title I uses the state reporting system. Title I buildings in need of improvement were identified in reading and mathematics in 1999-2000.
ID	Title I assessment and evaluation included building and district reports of required demographic information and Adequate Yearly Progress. Measures of A.D.Y included: State Assessment (ITBS, Direct writing, Direct math) 50% Multiple Measures - 50% *If multiple measures were not used, State Assessment - 100%
IL	Basic criterion: percent of student IGAP scores at Level I (i.e., "does not meet state standards")
IN	ISTEP+ grades 3, 6, 8 and 10 in English/language arts and mathematics. Review schools on percentage of students meeting proficiency on essential skills (CRT) across three areas: 1) E/la; 2) math; 3) both E/la and math (2 out of 3 areas at Level 1, school identified as not making AYP).
KS	One year waiver to use local indicators only. (This was the first year for the new reading and math assessments, and trend data were not available.)
KY	Title I assessment and evaluation is aligned with the Kentucky assessment system, Kentucky Core Content Test (KCCT). School and district indices are used to assess and evaluate local programs.

Question 2.2.1 What was your 1999-2000 plan for IASA Title I assessment and evaluation? What measures were used?

State	Response
LA	All federal programs collaborated in monitoring all of the Louisiana school districts. The purpose of the monitoring was to evaluate how well the districts implemented Title I programs, as well as the other federal programs. The monitoring involved evaluations of record-keeping including comparability and other requirements of Title I regulations.
MA	Massachusetts used its statewide assessment, the Massachusetts Comprehensive Assessment System (MCAS).
MD	State regulations - established student performance (Maryland School Performance Program and MD School Performance Assessment)
ME	The MEA is utilized as the state's Title I measure.
MI	Title I assessment and evaluations were based on each Title I school's results on the state assessments in mathematics, reading, science, and writing.
MN	Minnesota Comprehensive Assessments at grades 3 and 5.
MO	Same as State; MAP Assessment was used.
MP	PSS reported student assessment results for Title I based on the Stanford Achievement Test, Series 9.
MS	Same as regular state assessments in Gr 3-8 (Terra Nova).
MT	Use current measures as transition, with the addition of reporting by stanine distribution, stanines grouped into proficiency levels.
NC	The 1999-00 plan for IASA Title I assessment and evaluation was based on the state's ABC's Accountability Programs using the growth formula and performance composites, and student growth from grade 8 to 10 in reading and mathematics and the high school index for end-of-course tests at the high school level.
ND	During the transition period, North Dakota is reporting statewide assessment results for the 1998-1999 school year using our current method of assessing students with the TerraNova (CTBS/5). We used the Multiple Assessments form for grade 4 and the Complete Battery Plus at grades 6, 8, and 10. We also administered the Test of Cognitive Skills, second edition (TCS/2). In addition, Title I teachers are required to use multiple measures of assessment on each student served to determine if adequate progress is being made.
NE	The 1999-2000 annual performance assessment was conducted under the Title I Transitional Assessment Plan which includes a combination of locally developed criterion referenced tests and norm-referenced tests.
NH	Used state assessment as primary indicator; LEAs had option of identifying additional measures.
NJ	ESPA- proficiency bands; GEPA - proficiency bands; HSPT11 - passing scores
NM	Categories of proficiency utilized: partially proficient, proficient, and advanced.
NV	The 1997-98 title I assessment and evaluation used all of Nevada's state mandated assessment instruments; TerraNova and the state writing assessment. In addition, many of NV's districts report district-level tests which are particular only to that district.
NY	The same assessments used for all students.
OH	Reading and mathematics at grades 4 and 6

Question 2.2.1 What was your 1999-2000 plan for IASA Title I assessment and evaluation? What measures were used?

State	Response
OK	Title I evaluation calculated test performance from the Oklahoma Core Curriculum Tests to verify each school was making adequate yearly progress (AYP). Schools not meeting guidelines of AYP for two consecutive years are placed on the School Improvement (SI) list. Also, second year Low-Performing and High Challenge (LPHC) sites are placed on SI list. Sites containing Grades K-2 are evaluated on the number of children reading insufficiently. We have also established guidelines for Distinguished Schools.
OR	In 1998-99 criteria 1 and 2 were used. Criterion One: A school or district Title I program demonstrates AYP when overall changes in proficiency/progress categories indicate positive movement toward the goal of having all students meet or exceed the standard. Criterion Two: AYP of a school or district served by Title I is defined as increasing the percentage of students who meet or exceed the standard at a rate that will assure that all students meet or exceed the standard by the year 2010 (OR Benchmark Target Date).
PA	Two year progress reports for reading and mathematics for all identified Title I schools.
PR	The state assessment is used as Title I assessment. This assessment comprises grades 3, 6, 9, 11. In addition to this, an over all Assessment Plan based on the accountability model is used and teacher's observation scales accredited by our personnel for grades K-2.
RI	The IASA Title I plan has been revised to reflect the target setting (adequate yearly progress) required by the Rhode Island Article 31 education reform legislation. The assessments used are the English Language Arts, Mathematics, and Writing assessments and schools have set three year targets for progress at both the proficient standard and an equity standard (designed to move the lowest groups up).
SC	For grades 3 - 8 the results of the PACT English language arts and mathematics tests were used. For grade 1 the CSAB results were used. For grades 9-12 the results of the BSAP in mathematics and reading were used.
SD	Four performance levels were used. Advanced, Proficient, Basic, Below Basic. Schools reported achievement results based on the four categories.
TN	The five Performance Levels generated by the Terra Nova assessment (our 3-8 achievement series) were used to determine adequate yearly progress in Title I programs.
TX	The evaluation used was the Academic Excellence Indicator System (AEIS). The reading, writing, and math portions of the TAAS were the measures used.
UT	K-6 uses State Core End of Course CRT's in reading and math. 7-12 uses the Stanford Achievement Test.
VA	Transitional plan; Stanford 9 TA, Abbreviated
VI	Not Applicable
VT	Vermont Comprehensive Assessment System and the Vermont School Accountability System Based on Student Performance
WA	Transitional. ITBS
WI	Wisconsin will base its accountability system on challenging new academic standards beginning in the 1997-98 school year. The overall performance goal for schools and school districts receiving Title I funds will be that all students enrolled at the time of testing will be at or above proficient in each subject area covered by the Knowledge and Concepts Examinations. Beginning in 1998-99, schools and school districts were evaluated based on "continuous progress indicator, (CPI)" toward this goal.

Question 2.2.1 What was your 1999-2000 plan for IASA Title I assessment and evaluation? What measures were used?

State	Response
WV	West Virginia's Statewide Assessment Program consists of multiple assessments: --the Metropolitan Readiness Test (MRT) for kindergarten students (not used for accountability) --Stanford Achievement Test—Ninth Edition for grades 3-11 --West Virginia Writing Assessment—grades 4, 7 and 10 --ACT EXPLORE—grade 8 (not used for accountability). However, West Virginia's performance based accountability system (WV Board Policy 2320) has used only the norm-referenced assessment, SAT-9, for accountability purposes during 1999-2000 and previous years. However, revisions of this policy, effective July 1, 2001, will include the West Virginia Writing Assessment as one of the accountability measures. (Plans for a new statewide assessment system that includes multiple measures are underway and will be in place no later than 2004.)
WY	Local NRTs were used with grades 3-12 and individually administered tests were used at younger levels (K-2). We encourage the use of multiple measures, including local standards based assessments. District plan must be submitted by each district for approval by the Department. 1999-2000 was the final year of the transitional Title I assessment system.

Question 2.2.2 Was the 1999-2000 plan for IASA Title I assessment and evaluation your Final Assessment Plan? If No, how does this compare to your Final Assessment Plan for IASA Title I? What specific measures do you plan to use in your Final Assessment Plan?

State	Yes	No	Response
AK	☐	☑	We have developed a new set of standards-based assessments for grades 3, 6, and 8 plus a High School Graduation Qualifying Examination.
AL	☑	☐	
AR	☐	☑	Piloting of Intermediate Benchmark at grade 6, end of course tests in algebra, geometry in grades 9-12, and an 11th grade literacy exam.
AS	☐	☐	Not Applicable
AZ	☐	☑	Final Assessment Plan for IASA Title I will be the regular statewide assessment consisting of Stanford 9 (administered in Grades 1 - 9) and AIMS (a criterion-reference test given at grades 3,5, 8 and high school. A new law Education 2000 requires the Arizona Department of Education to develop an achievement profile on every public school in the state. The profile will consist of AIMS data, adequate yearly progress data (otherwise known as the Measure of Academic Progress that is based on the Stanford 9 results, and the school's dropout rate. A school's adequate yearly progress will depend on whether: 90% of a school's pupils pass the AIMS test or the percentage passing improves from the prior year: 90% of a school's pupils make one year's worth of academic progress or the percentage progressing at least one year improves from the prior year; The school's dropout rate is 6% or less, or has declined from the prior year.
CA	☐	☑	When fully implemented, the API will incorporate school results from the Stanford 9, the STAR writing assessments at grades 4 and 7, the standards-based STAR augmentation, and the standards-based High School Exit Examination. In the future, results from the primary language test and the forthcoming English Language Development Test may be included as well. The API will also incorporate nonacademic data such as graduation and attendance rates. A system of performance standards, currently under development, needs to be completed as well.
CO	☐	☑	Colorado will phase out the use of transitional assessments. The Colorado Student Assessment Program Reading results from grades 3, 5, 8 and 10 and Colorado Student Assessment Program Math results from grades 5, 8, and 10 will be used. In addition, results from 2nd grade Spring reading assessments will be used for K-2 schools.
CT	☑	☐	
DC	☐	☑	In addition to the completion of the tests that will ultimately comprise the PASS system, the District is waiting for the completion of the alternate assessment before determining how the scores of students in the special populations will factor in the school accountability index.
DE	☑	☐	
DoDEA	☐	☑	NA
FL	☐	☐	
GA	☐	☑	Final assessment plan will replace GKAP-R with appropriate CRCT in grade 1 or 2, and will replace GHSGT with End of Course Tests (EOCT).
GU	☐	☐	Not Applicable
HI	☐	☑	Although the Hawaii Content and Performance Standards II (HCPS II) State Assessment consists of a norm-referenced component and a criterion-referenced component, ONLY results from the criterion-referenced component will be used in the Final Assessment Plan.
IA	☑	☐	
ID	☐	☑	Final Assessment plan will be modified to include assessment(s) tied to the challenging state content and performance currently under development.

Question 2.2.2 Was the 1999-2000 plan for IASA Title I assessment and evaluation your Final Assessment Plan? If No, how does this compare to your Final Assessment Plan for IASA Title I? What specific measures do you plan to use in your Final Assessment Plan?

State	Yes	No	Response
IL	☐	☑	Already developed Illinois Standards Achievement Tests (ISAT) in reading, writing and mathematics. ISAT Science and Social Science tests almost developed. Prairie State Achievement Examination (PSAE) under development. Illinois Measure of Annual Growth in English (IMAGE) already developed.
IN	☑	☐	
KS	☐	☑	Assessments were in place for the first time this year, and trend data were not available for the determination of AYP. When reading and math are administered for the second time in 2001, trend data will be available. AYP will have been determined.
KY	☑	☐	
LA	☐	☑	The 1999-2000 was a transitional plan, pending final approval of the new plan. The final plan includes the data from the state's School ad District Accountability System as the primary reporting indicator. All assessments are included in this plan, which includes nearly every student in grades 3-11.
MA	☐	☑	The final accountability system was adopted by the State Board of Education in September 1999. This plan responds to Title 1 requirements.
MD	☑	☐	
ME	☑	☐	The MEA is utilized as the state's Title I measure
MI	☑	☐	
MN	☑	☐	
MO	☑	☐	
MP	☑	☐	
MS	☐	☑	Still under planning and development.
MT	☐	☑	Not yet final.
NC	☑	☐	
ND	☐	☑	Our final assessment plan will use multiple measures to assess students and report results. A final decision has not been made on what specific measure we'll use in our final plan.
NE	☐	☑	In 2001 Title I will use the state's assessment system--STARS.
NH	☑	☐	AYP definition has been developed. Will be used starting with the May 2000 results.
NJ	☑	☐	
NM	☐	☑	Still under development.
NV	☐	☑	In the final assessment plan for IASA Title I, Nevada will report the results of all state-mandated assessments. This will include the addition of standards-based assessments at two grade levels, three and five.
NY	☐	☑	Additional criteria will be added for accountability.
OH	☑	☐	
OK	☐	☑	We will look at the development of the API when considering our Final Assessment Plan. State rules have changed to include testing of LEP.
OR	☑	☐	In the final assessment plan, the interim criteria will be dropped. Criterion 3 will be added when the SEA has the capability to do this analysis. To support the process, the state is currently developing a district effectiveness definition which when implemented will take the place of the AYP plan.
PA	☑	☐	

Question 2.2.2 Was the 1999-2000 plan for IASA Title I assessment and evaluation your Final Assessment Plan? If No, how does this compare to your Final Assessment Plan for IASA Title I? What specific measures do you plan to use in your Final Assessment Plan?

State	Yes	No	Response
PR	☑	☐	
RI	☐	☑	Grade 11 writing replaces grade 10. Five Title I schools with no state assessment grades will establish developmentally appropriate assessments aligned with standards.
SC	☐	☑	The definition of adequate progress has yet to undergo peer review at the USDE.
SD	☐	☑	Our final assessment plan will include NRT, Writing and Computer adaptive combined into one score to measure AYP.
TN	☐	☑	Re-evaluations of standards for adequate yearly progress
TX	☑	☐	
UT	☑	☐	K-6 uses State Core End of Course CRT's in reading and math. 10-12 uses the Basic Skills Competency Test.
VA	☐	☑	The SOL Assessment data will be used in the Final Assessment Plan.
VI	☐	☐	Not Applicable
VT	☑	☐	We will use the measures from the Vermont Comprehensive Assessment System; however, our final accountability system will consider school progress or gains. The transitional criteria were baseline targets.
WA	☐	☑	Transition to standards based assessment. Use increased percent of students meeting standards and a continuous progress index.
WI	☑	☐	
WV	☐	☑	West Virginia's Assessment Plan does not meet Title I requirements and we are in the process of entering into a compliance agreement in order to address these issues.
WY	☐	☑	The final assessment will be based largely on WyCAS in 4th, 8th, and 11th grades. NRTs are required in grades 3, 7, and 10 and locally-developed/selected, standards-based, instructionally-relevant assessments are required for first grade reading and second grade mathematics.

Question 2.2.3

What work remains to be done to complete the Final Assessment Plan?

Question 2.2.4

What is the status of your state's Final Title I assessment/evaluation plans?

State	Response	Still under discussion	Developed by staff, but not approved	Approved by State, but not submitted to USED	Submitted to USED	Approved by USED
AK	Development of a system for rating the performance of schools and decide if we need to expand the scope of our testing to grades 4, 5, 7 and 9.	☐	☐	☐	☑	☐
AL	None	☐	☐	☐	☑	☐
AR	Go into regular administration of Intermediate and End of course exams.	☐	☐	☐	☐	☑
AS	Not Applicable	☐	☐	☐	☐	☐
AZ	Beginning in the fall 2001 the Arizona Department of Education will publish School Profiles as required under Education 2000 (see 2.2.2 above).	☑	☐	☐	☐	☐
CA	We need to verify the validity and reliability of results from all tests that will provide data for the API. Once their validity and reliability is assured, these results will be included. Nonacademic data such as graduation and attendance rates also have to be made available for inclusion in the API. Performance level criteria need to be established for the California Standards Tests and performance standards need to be identified for each of the tests.	☑	☐	☐	☐	☐
CO	The Final Assessment Plan has been submitted and approved by the United States Department of Education.	☐	☐	☐	☐	☑
CT	N/A	☐	☐	☐	☐	☑
DC	The school accountability index will be refined to factor in the scores of students in the special populations.	☐	☐	☐	☑	☐
DE	None	☐	☐	☐	☐	☑
DoDEA	NA	☐	☐	☐	☐	☐
FL		☐	☐	☐	☐	☐
GA	Development and implementation of the EOCT.	☐	☐	☐	☑	☐
GU	Not Applicable	☐	☐	☐	☐	☐

Question 2.2.3

What work remains to be done to complete the Final Assessment Plan?

Question 2.2.4

What is the status of your state's Final Title I assessment/evaluation plans?

State	Response	Still under discussion	Developed by staff, but not approved	Approved by State, but not submitted to USED	Submitted to USED	Approved by USED
HI	The Final Assessment Plan was submitted to USED and conditionally approved. After this year's administration of the field test version of our HCPS II State Assessment, the tests will be revised as prescribed. Administration of a "live" version of the test is planned for April 2001. After the 2001 administration, results will be used to determine proficiency levels..	☐	☐	☐	☑	☐
IA	SEA has submitted Title I final assessment plan to USDE for approval.	☐	☐	☐	☑	☐
ID	Completion of content and performance standards in core areas and links to assessment currently in place and or the implementation of additional assessments.	☑	☐	☐	☐	☐
IL	Alternate assessment for students with disabilities about to initiate development.	☐	☐	☐	☑	☐
IN	1) Indiana will report and include the results of all students, including students with disabilities who take the alternate assessment, in the state system for measuring progress under Title 1. 2) Indiana will include in its disaggregation reports the achievement results for migrant students and economically disadvantaged students compared to non-economically disadvantaged students where statistically sound.	☐	☐	☐	☐	☑
KS	AYP needs to be determined. Measures for assessment of students with disabilities and English language learners need to be in place. This will be accomplished in 2001.	☐	☐	☐	☑	☐
KY	USED approval pending	☐	☐	☐	☑	☐
LA	The state's final assessment plan has now been complete and has received "full approval" by the U.S. Department of Education.	☐	☐	☐	☐	☑
MA	Implementation of the Final Assessment Plan occurred in fall 1999. Results of the first cycle were reported in fall 2000.	☐	☐	☐	☐	☑
MD	None. The Final Assessment Plan was submitted by July 1, 2000. Maryland received full approval.	☐	☐	☐	☐	☑
ME	Assessment is implemented. A new version of the Adequate Yearly Progress formula was implemented with the 1999-00 MEA results.	☐	☐	☐	☐	☑

Question 2.2.3

What work remains to be done to complete the Final Assessment Plan?

Question 2.2.4

What is the status of your state's Final Title I assessment/evaluation plans?

State	Response	Still under discussion	Developed by staff, but not approved	Approved by State, but not submitted to USED	Submitted to USED	Approved by USED
MI	Based on the feedback from the Peer Review Panel, as well as the educational community and parents in Michigan, the legislatively mandated labels on the state assessment performance levels need to be changed to reflect the high standards embodied in the state tests.	☐	☐	☐	☑	☐
MN	Redefining accountability measures based on Minnesota Comprehensive Assessments and developing tests at grades 7 and at the high school level	☐	☐	☐	☐	☑
MO	MAP Alternate needs to be fully implemented.	☐	☐	☐	☐	☑
MP		☐	☐	☐	☐	☐
MS	Still under planning and development.	☑	☐	☐	☐	☐
MT	Development of multiple measures.	☑	☑	☐	☐	☐
NC	It has been completed	☐	☐	☐	☐	☑
ND		☑	☐	☐	☐	☐
NE	The math assessments under the state assessment system will not be implemented until the 2001-02 school year.	☑	☐	☐	☐	☐
NH	AYP definition needs to be approved and the State must develop a technical report.	☐	☐	☐	☑	☐
NJ	None	☐	☐	☐	☐	☑
NM	Indeterminate amount of development work yet to do.	☑	☑	☐	☐	☐
NV	Money for developing these assessments has been appropriated by the 1999 session of the Nevada Legislature and development is nearing completion.	☐	☑	☐	☐	☐
NY	The accountability index and measurement of adequate yearly progress has to be approved.	☐	☑	☐	☐	☐
OH	Development of Alternate Assessments	☐	☐	☐	☑	☐
OK	To follow changing legislation.	☐	☐	☐	☑	☐

Question 2.2.3

What work remains to be done to complete the Final Assessment Plan?

Question 2.2.4

What is the status of your state's Final Title I assessment/evaluation plans?

State	Response	Still under discussion	Developed by staff, but not approved	Approved by State, but not submitted to USED	Submitted to USED	Approved by USED
OR	The state is continuing to work on accurate identification of cohort groups. In addition, the state is currently developing a district effectiveness definition which when implemented will take the place of the AYP plan. We are also working on a system for including all students in the accountability model and for gathering data for disaggregating by students from families economically disadvantaged.	☐	☐	☐	☐	☑
PA	None	☐	☐	☐	☐	☑
PR	USED approval pending	☐	☐	☐	☑	☐
RI	None	☐	☐	☐	☐	☑
SC	The assessment plan is awaiting development of the high school exit examination.	☐	☐	☐	☑	☐
SD	Setting performance standards for the computer adaptive test.	☐	☐	☐	☑	☐
TN	1- Performance Standards developed, 2 - Alignment of assessment, 3- Weighted composite of components, 4 - Adequate yearly progress	☐	☐	☐	☑	☐
TX	None	☐	☐	☐	☑	☐
UT	Implementing the Basic Skills Competency Test over the next two years.	☐	☑	☐	☐	☐
VA	The Final Assessment Plan for IASA Title I is Virginia's SOL assessment program and school accreditation model.	☐	☐	☐	☐	☑
VI	Not Applicable	☐	☐	☐	☐	☐
VT	Some decisions about reporting	☐	☐	☐	☐	☑
WA	Move to required standards based assessments at grades 7 and 10.	☐	☑	☐	☐	☐
WI	None	☐	☐	☐	☐	☑
WV	Completion of the compliance agreement must occur before the assessment plan is completed. WV must develop content standards and performance standards, align the assessment with the content standards and define the accountability system.	☐	☐	☐	☑	☐
WY	Fine tuning our AYP analytic methods to run analyses this summer (2001).	☐	☐	☐	☐	☑

Question 2.2.5 **Briefly describe your state's definition of Adequate Yearly Progress for Title I purposes.**

Question 2.2.6 **Is this the definition you plan to use with your final assessment plan?**

		Question 2.2.6		
State	Question 2.2.5	Yes	No	Undecided
AK	We have a temporary system that will be replaced once our standards-based exams are in place. Currently we use a "percent correct" score from the California Achievement Test and view the results from year to year.	☐	☑	☐
AL	The criteria to meet the state academic accountability requirements	☑	☐	☐
AR	State's formula which is computation of the percentage of students that fall below the 50th percentile divided by 10 determines the annual rate of improvement. If 75% of students are below proficient a school is in school improvement. The annual rate of improvement is based on moving 10% of students not at proficient into the proficient level.	☐	☑	☐
AS	N/A	☐	☐	☐
AZ	The school's improvement expectations will be determined using the Gap Reduction Model (GRM). The GRM determines the progress rate from a baseline value (Current Performance) to a Goal value over a period of time. AYP will be determined by whether the actual improvement met the expected rate (see example in Figure 1). AYP determination will use the spring 1997 scores from the Stanford 9 in Reading Comprehension and Mathematics as a baseline. The achievement of 90% of students scoring Proficient or better by year 2005 is Goal 1. The difference between the two, divided by the time span of 8 years, will determine how much a particular school must improve per year; the greater the gap between the Current Performance and the Goal, the greater the expected increase per year. The Required Annual Improvement Rate is graphed as a straight line from Current Performance 1997 to Goal (2005).	☐	☑	☐
CA	Adequate yearly progress for Title 1 accountability is determined by school performance as indicated by its Academic Performance Index (API) ranking. Adequate yearly progress for a school is defined as meeting the school's annual API growth target and demonstrating comparable improvement for all numerically significant ethnic and socioeconomically disadvantaged subgroups.	☐	☑	☐
CO	Colorado will assess Adequate Yearly Progress in Reading and Math. Title 1 schools must move 7% of non-proficient students to proficiency annually, as assessed using results from the Colorado Student Assessment Program at the grades listed above.	☑	☐	☐
CT	Although the cut-points that separate the levels differ for CMT and CAPT, level 1 includes very low indices, level 2 includes mid-range indices, and level 3, which includes high indices, represents the ultimate goal for all schools and districts. Year-to-year growth targets vary across these three levels. The growth target for schools and districts in level one is to reach level 2. Schools and districts in level 2 are expected to make a +1.0 gain in their overall index each year. Schools and districts in level 3 must remain in level 3. Schools and districts that do not meet their growth targets twice in two consecutive years (e.g., did not meet their 1997-98 target and did not meet their 1998-99 target) are considered to be in need of improvement; they leave improvement status by meeting their targets twice in three consecutive years.	☑	☐	☐
DC	Reading and Mathematics- Measures of adequate yearly progress for both reading and mathematics require, a decrease of 2 percentage points in the number of students scoring at the "Below Basic" level based on the SAT9 data; an increase of 2 percentage points in the number of students scoring at the "proficient" level based on the SAT9 data; and a stable profile for students scoring at the "advanced" level based on SAT9 data.	☑	☐	☐
DE	A school is making adequate yearly progress if it decreases the percent of below the standard DSTP scores by at least 3.5% per year.	☑	☐	☐
DoDEA	NA	☐	☐	☐

Question 2.2.5 **Briefly describe your state's definition of Adequate Yearly Progress for Title I purposes.**

Question 2.2.6 **Is this the definition you plan to use with your final assessment plan?**

State	Question 2.2.5	Question 2.2.6		
		Yes	No	Undecided
FL		☐	☐	☐
GA	At least a 5% reduction in the percent of students not meeting standards in both reading and mathematics.	☐	☐	☑
GU	Not Applicable	☐	☐	☐
HI	(1) SAT (9th Ed.) Abbreviated, Reading Comprehension subtest: 75% or 2 percentage point increase in percentage of students performing at stanines 5-9. (2) SAT (9th Ed.) Abbreviated, Math Problem-Solving subtest: 75% or 2 percentage point increase in percentage of students performing at stanines 5-9. (3) Attendance Rate: 95% or 2 percentage point increase. (4) School Selected Student Achievement Indicator(s): Minimum of 2 percentage point increase in percentage of students performing at stanines 5-9 as set by individual schools.	☐	☑	☐
IA	Iowa considers students "proficient" if they score in the intermediate or higher levels in the areas of reading and mathematics on the Iowa Test of Basic Skills (ITBS) or Iowa Test of Educational Development (ITED). LEAs set and report on annual goals to increase the number of students in the proficient or higher levels.	☑	☐	☐
ID	Adequate Yearly Progress for each school is determined by the formula 90-x/10. That is, the goal for each school to have 90% of Title I students in the proficient and advanced categories by the year 2007 (10 years)	☐	☐	☑
IL	1. A school does not meet when 50% of student IGAP scores do not meet standards, AYP means a reduction in the "does not meet standards" scores so that the school will meet standards in 5 years. 2. For schools which "meet standards", school performance must increase or at least maintain its current level of performance.	☑	☐	☐
IN	Meet state performance benchmark or attain % increase over previous years performance. Level 1, 2, 3 attained in E/la; math; both E/la and math. If school attains Level 1 (< 66% of students at proficiency and < 5 percentage points progress from previous year) in 2 out of 3 areas, then adequate yearly progress was not made by the school.	☑	☐	☐
KS	In 2000, AYP was based only on local indicators. The state had a one-year waiver until the assessment had been administered twice (2001) and trend data could be available.	☐	☑	☐
KY	Accountability index scores from state KCCT assessments. Schools must be above the assistance line.	☑	☐	☐
LA	Louisiana has a waiver of the Title I requirement of AYP. The state uses the biannual assessment indicated by School Performance Scores and their relation to Growth Targets according to the accountability schedule of the state's accountability system.	☑	☐	☐
MA	The Massachusetts School and District Accountability system consists of two multi-phase processes, one for evaluating school performance, and one for assessing district performance. In the first stage of the process, the Department will use student results from the MCAS tests to rate school performance and improvement. Ratings will be determined on a two-year cycle although progress will be assessed and reported annually. At the end of each two year cycle, schools will be assigned two types of ratings: 1) an overall performance rating based on two years of results and 2) an overall improvement rating. Schools will be assigned ratings in English Language Arts and Mathematics in grades 4, 8, and 10.	☑	☐	☐

Question 2.2.5 Briefly describe your state's definition of Adequate Yearly Progress for Title I purposes.

Question 2.2.6 Is this the definition you plan to use with your final assessment plan?

		Question 2.2.6		
State	Question 2.2.5	Yes	No	Undecided
MD	1. Title I is aligned with MSPAP and the Maryland School Performance Program. 2. AYP for Title I schools is defined as schools that are meeting or are demonstrating substantial and sustained progress in meeting the state's student performance standards. 3. AYP for local school systems is defined as systems in which all Title I schools are meeting or are demonstrating substantial and sustained progress in meeting the state's student performance standards. 4. Each local school system will annually: a) Publish the Maryland School Performance Report for each of its schools; b) Review the performance of Title I schools; and c) Identify schools not making adequate yearly progress. 5. Local school systems may establish more stringent standards for their schools. 6. Maryland uses three years of data to determine the progress of schools. (Under ED FLEX, Maryland has the authority to permit local school systems to use three years of data to determine low performing Title I schools.)	☑	☐	☐
ME	Schools are identified as failing to meet Adequate Yearly Progress if 70% of the students score below Meets the Standards with an average scale score of 536 or less in reading, writing and mathematics. These schools are considered Priority schools. The definition is currently in use.	☑	☐	☐
MI	Adequate yearly progress is defined as closing the gap by at least 10 percent of a school's achievement gap. The achievement gap is the combined total of the difference between a school's percentage of pupils scoring at the highest performance level and 100%, and the difference between the percentage of pupils scoring at the lowest performance level and 0%.	☑	☐	☐
MN	Schools are expected to reach an average scale score of 1420 on 4 tests (gr. 3 reading and math and gr. 5 reading and math.) over three years, or show they are making progress toward the 1420 goal. Schools failing to meet the state expectations are placed on a watch list, offered technical assistance, etc.	☑	☐	☐
MO	To decrease students in bottom performance by 5% and to increase in top 3 performance levels by 5%.	☑	☐	☐
MP		☐	☐	☐
MS	Uses percentage of students in each school scoring in lowest quarter for each school/district as a measure with maximum acceptable values defined by the state.	☐	☑	☐
MT	This has not been usable thus far. Have been identifying schools with average NCE under 45.2 for improvement.	☐	☑	☐
NC	The ABC's accountability program results of exemplary growth, expected growth, and no recognition, are all in Title I "made AYP" category. The state ABCs results of low performances are in the Title I "not made AYP" category.	☑	☐	☐
ND	During the transitional period the State of North Dakota will use aggregated, norm-referenced achievement test data to identify schools in need of improvement. Test data for all students and all grades will be aggregated. Scores for the total battery for reading, language arts and math subtests will be used. The actual school district ranking will be determined separately for the 1992-1996, 1993-1997 and 1994-1998 school years by calculating an average "mean" (composite) score for each of these data periods. The levels of performance standards are listed below. 1992-1996 Data Period; 1993-1997 Data Period; 1994-1998 Data Period Advanced: 65.00 – 99.99 Proficient: 50.00 – 64.99 Partially Proficient: 30.00 – 49.99 Novice: 0.00 – 29.99	☐	☑	☐

Question 2.2.5 **Briefly describe your state's definition of Adequate Yearly Progress for Title I purposes.**

Question 2.2.6 **Is this the definition you plan to use with your final assessment plan?**

		Question 2.2.6		
State	Question 2.2.5	Yes	No	Undecided
NE	During the phasing in of the STARS assessment system, Title I is defining adequate yearly progress by evaluating the percentage of the students achieving at proficient and advanced levels of performance.	☐	☐	☑
NH	Approval pending.	☑	☐	☐
NJ	A school's measure for Adequate Yearly Progress can be calculated by: 1) Determining the gap to be closed in regard to full state standards attainment, i.e., the difference between the expected pass rate of 75% on the ESPA and GEPA and 85% on the HSPT of all students tested and the actual percentage of students passing the test; 2) Then, divide this number by seven, the number of years allowed to close the performance gap. This number is the number of percentage points the school must improve each year in regard to pass rate in order to have shown adequate yearly progress (AYP).	☑	☐	☐
NM	Still under development	☐	☐	☑
NV	Adequate Yearly Progress is based on a weighting formula requiring schools to make 5% gains every year.	☐	☑	☐
NY	Adequate yearly progress (AYP) was defined only for the spring of 1999 as 90% of students at or above level 2.	☑	☐	☐
OH	Percentage of students who demonstrate proficiency will increase by one "standard unit of improvement" , defined as an increase of 2.5 percentage points in the percentage of students achieving the proficient standards.	☑	☐	☐
OK	Adequate Yearly Progress (AYP) has been established to utilize both the Oklahoma Core Curriculum Tests (OCCT) and the Iowa Tests of Basic Skills (ITBS). To meet AYP, the school must have at least 50% of students scoring satisfactorily on both the Mathematics and Reading portions of the OCCT for all grades tested. The school, if identified as having less than 50% score satisfactorily on one or both subject areas, must make a 5% gain in the percent of students scoring satisfactorily from one year to the next. In addition, a school cannot be identified as a Low-Performing/High Challenge site for two consecutive years. A school is identified as LP/HC if the student average score of regular education students falls at or below a state percentile rank of 25, and at or below a national percentile rank of 49. The Reading sufficiency portion applies to schools having grades lower than Grade 3. Schools must have at least 50% of students reading sufficiently to make AYP.	☐	☐	☑
OR	A district is making adequate yearly progress if it has moved its Title I student population closer to the goal of having all students meeting state standards. Both a cohort and two cross-sectional analyses will be performed to determine this. (note: see 2.2.2)	☑	☐	☐
PA	Five per cent of the students must move from the two lowest categories to the two highest categories on the state assessment and local assessment.	☑	☐	☐
PR	Results of Puerto Rico's School Competency Test, grade distribution, retention rates, graduation rates, assistance rates, referrals to social worker, and dropout rates. In addition, an improvement of not less than 5% in the competencies is considered adequate.	☑	☐	☐
RI	The AYP or growth measure for Title I schools is the 3-5% annual rate for a period of three years. Title I schools that have 10% or fewer students achieving proficiency and 50% or more students in the two lowest performance levels on two of the three state tests will be identified as in need of improvement. An LEA is in need of improvement if at least 40% of its schools are so identified.	☑	☐	☐
SC	Adequate Yearly Progress is defined as the progress that would result in continuous and substantial improvement sufficient to achieve the goal of all children meeting or exceeding South Carolina's high standard of performance.	☐	☐	☑

Question 2.2.5 **Briefly describe your state's definition of Adequate Yearly Progress for Title I purposes.**

Question 2.2.6 **Is this the definition you plan to use with your final assessment plan?**

State	Question 2.2.5	Question 2.2.6		
		Yes	No	Undecided
SD	5% increase from below basic to basic or basic to proficient.	☑	☐	☐
TN	Increase in percentage of students moving from Levels 1, 2, 3 (Step I, Progressing , Nearing Proficiency) into levels 4 and 5 (Proficient and Advanced)	☐	☑	☐
TX	Adequate yearly progress will be met when districts attain an academically acceptable rating, and campuses attain an acceptable rating.	☑	☐	☐
UT	Meeting the state percentage of students at Partial Mastery or showing 3 percent or percent improvement toward meeting the state average percent. This is being revised as we develop U-PASS our state accountability system.	☐	☑	☐
VA	Adequate Yearly Progress has not yet been defined.	☐	☐	☐
VI	Not Applicable	☐	☐	☐
VT	An accountability index system is developed. The scale runs from 0 to 600. The average school index must reach 500 by 2008. A linear growth model is employed. The scale is weighted so that moving students out of the bottom levels of performance is worth more than moving students from meeting the standard to exceeding the standard. The weights are as follows: 600 points for each student exceeding the standard ; 500 for meeting the standard; 300 for nearly meets the standard; 100 for below the standard; and 0 points for little or no evidence or for no assessment results. We identify schools for technical assistance every two years based on an overlapping four year model: two years of baseline and two years of growth. Vermont's number of small cohort sized schools requires the four year data model.	☑	☐	☐
WA	Decrease in percent of students scoring in bottom quartile of national norms.	☐	☑	☐
WI	Wisconsin uses the continuous progress indicator (CPI). This metric takes into account how schools move students into the proficient and advanced categories and out of the not tested and minimal categories over time. It is a cross-cohort comparison model.	☑	☐	☐
WV	West Virginia's definition of AYP is currently being developed to be presented to the May meeting of the West Virginia Board of Education.	☑	☐	☐
WY	Continuous and substantial progress must be made each year based on comparing multi-year averages (year 1 & 2; year 3 & 4, etc.) and multiple grades tested. The formula is based on a 10 year cycle. Multi-year averages and multiple grades are used to reduce standard errors as much as possible because we have so many small schools. In future, a hierarchical linear modeling approach will be used with student data as level 1 variables and school information as level 2. The projected regression slopes will be compared with actual slopes to determine progress.	☑	☐	☐

Question 2.2.7 What assessments, if any, do you plan to use at the primary level (grades K - 3) for IASA Title I assessment and evaluation in your Final Assessment Plan?

State	Response
AK	We will use a standards-based exam at the third grade level and a developmental profile at Kg. and 1st grade.
AL	
AR	Currently under discussion; formula on point system not finalized.
AS	Not Applicable
AZ	Arizona's Instrument to Measure Standards (AIMS) Stanford 9 AIMS-Alternate (an alternative assessment for special education students who cannot meaningfully participate in the Stanford 9 and AIMS assessments.
CA	Students in grades 2 and 3 will take the Stanford 9 or other national norm-reference achievement test, the California Standards Test, and, for Spanish-speaking students, the Spanish Assessment of Basic Education, Second Edition, which is the primary language test. There is no systematic statewide assessment of students in kindergarten or grade 1. Students at these grade levels are tested with local assessments.
CO	Assessments approved by Colorado's State Board of Education for use in meeting the requirements of Colorado's Basic Literacy Act. Those include but are not limited to, the QRI, Flynt Cooter, Terra Nova, and the NWEA Levels Test.
CT	Connecticut has no plans to implement statewide assessments in grades K-3.
DC	The SAT9 will be used at grade 3 for the Title I assessment and evaluation.
DE	Appropriate assessments for K-2 students are currently being developed.
DoDEA	NA
FL	
GA	CRCT
GU	Not Applicable
HI	Hawaii Content and Performance Standards II (HCPS II) State Assessment for grade 3 will be used at the primary level grades. There are no state assessments planned for K-2.
IA	Iowa has provided LEAs with a number of Early Intervention Diagnostic Assessment Test Instruments for use at the K-3 level.
ID	At this time would probably include a state CBM in Reading, State Norm Referenced Test, and the Districts multiple measure(s).
IL	State assessment in grade 3.
IN	1) Indiana Grade 1 Reading Assessment System; 2) Standards-based Reading Assessment Tasks.
KS	Grade 2 Reading Diagnostic
KY	The CTBS/5 (Survey editions) at the end of primary (Grade 3) will become a component of the accountability indices used in evaluating Title I Adequate Yearly Progress. Also, state assessments for 4th and 5th grade students evaluate the culmination of the primary program.
LA	Assessment at this level for the Title I programs in state schools will be conducted using a monitoring system modeled on last year's. We assume that all of the federal programs will participate again.
MA	A grade 3 MCAS test was piloted in spring 2000, and will be fully implemented in spring 2001.
MD	Grade 3 - MSPAP - current practice
ME	
MI	None
MN	Work Sampling is used in grades K through 2. Minnesota Comprehensive Assessments aligned with content standards at grades 3-5, are used for grade 3. Assessments for high school are being developed.
MO	Pre School Assessment; Pre School Observational Assessment; Data From Reading Recovery Evaluation - Grade 1.
MP	
MS	Informal diagnostic testing in Reading and Math, for the purpose of decision-making in the classroom, is administered to grades K-2. Grades 2 and 3 receive the Mississippi Curriculum Test, a criterion-referenced-based test, at the end of the school year in May.

Question 2.2.7 What assessments, if any, do you plan to use at the primary level (grades K - 3) for IASA Title I assessment and evaluation in your Final Assessment Plan?

State	Response
MT	Not yet determined.
NC	Each LEA is responsible for deciding which assessment will be used to conduct the IASA assessment and evaluation for grades K-2. Because each LEA decides, the assessment instruments vary. Grade 3 uses state tests in reading and math.
ND	This is unknown at this time.
NE	Each district has locally developed assessments of standards at the primary level.
NH	State assessment given at grade 3.
NJ	There is no statewide testing at this level.
NM	Still under development
NV	No statewide assessments for grades K-2 are planned. The standards-based assessment at end of grade 3 will be part of our final assessment plan.
NY	Discussion is underway of using a back mapping rather than actual assessments.
OH	Primary level assessments may be chosen locally.
OK	The Iowa Tests of Basic Skills was given to Grades 3 and 7 during the 1998-1999 school year. In addition, multiple assessments are required at the local level for all primary grades through the Reading Sufficiency Act. This has been encouraged through professional development workshops on multiple assessments. For sites having only K-2 grades, a site would not be making AYP if more than 50% of the students are identified as in need of remediation in reading. In the future we will also have the Grade 3 CRT assessment.
OR	We are developing additional pieces to the assessment system for use at the primary level. They will include computer adapted assessments as well as the possibility of video adapted assessments. In the future, the grade 3 mathematics and reading assessment will be "leveled" allowing for a lower entry point into the assessment.
PA	Locally developed performance assessments.
PR	We will continue using the teacher's observation scales created by our personnel for grades K-2, and Puerto Rico's School Competency test for 3rd grade.
RI	Grade 3 has a state writing assessment. State and districts will collaborate on developmentally appropriate assessments aligned with standards for other primary grades.
SC	Use of the state's readiness assessment is being discussed.
SD	We will use a computer adaptive test at grade 3.
TN	Terra Nova - grade 3
TX	School districts will use local assessment for Grades K-2. Many districts choose to use an assessment recommended by the commissioner of education as part of the Texas Primary Reading Initiative (TPRI).
UT	State Core End of Course CRTs.
VA	SOL assessments
VI	Not Applicable
VT	Vermont Developmental Reading Assessment at Grade 2
WA	None
WI	We do test 3rd grade reading (WRCT); however, there are no plans to use this as an accountability measure, although local measures are used to follow the students' progress..
WV	Currently, the Metropolitan Readiness Test is used for Kindergarten, and grades 1, 2 and 3 are assessed with the SAT-9. Scores are not reported for accountability purposes for grades K, 1 and 2. The SAT-9 is used to assess Grade 3, and scores are reported for accountability purposes.
WY	We will not use a standardized measure below grade 3. At grade 3, we require a norm-referenced survey battery. Below grade 3, locally-developed/selected, standards-based, instructionally-relevant assessments are required for first grade reading and second grade mathematics. The information collected for 1st and 2nd grade students will be considered in a second round of analyses, after the standards-based and norm-referenced results are analyzed, and used in more of a panel judgment setting.

Question 2.3 At what stage of development is your state in the following academic areas with respect to content and performance standards? Are your assessments linked to the standards?

State		Content Standards	Assessments Linked to Content Standards	Performance Standards	Assessments Linked to Performance Standards
AK	English/Language Arts	4	☑		☐
	Reading	4 (in E/LA)	☑	4	☑
	Writing	4(in E/LA)	☑	4	☑
	Mathematics	4	☑	4	☑
	Science	4	☑		☐
	Social Studies		☑		☐
	Civics/Government	4	☑		☐
	Geography	4	☑		☐
	History	4	☑		☐
	Arts	4	☑		☐
	Health Education	4	☑		☐
	Physical Education	4	☑		☐
	Foreign Language	4	☑		☐
	Employability skills	4	☑		☐
	Other (Specify:) Technology/Cultural/Library-Information Literacy	4	☑		☐
AL	English/Language Arts	2	☑	2	☑
	Reading	2	☑	2	☑
	Writing		☐		☐
	Mathematics	2	☑	2	☑
	Science		☐		☐
	Social Studies		☐		☐
	Civics/Government		☐		☐
	Geography		☐		☐
	History		☐		☐
	Arts		☐		☐
	Health Education		☐		☐
	Physical Education		☐		☐
	Foreign Language		☐		☐
	Employability skills		☐		☐
	Other (Specify:)		☐		☐
AR	English/Language Arts	4	☑		☐
	Reading	4	☑	4, 1	☑
	Writing	4	☑	4, 1	☑
	Mathematics	4	☑	4, 1	☑
	Science	4	☑		☐
	Social Studies	5	☑		☐
	Civics/Government		☐		☐
	Geography		☐		☐
	History		☐		☐
	Arts	4	☑		☐
	Health Education	4	☑		☐
	Physical Education	4	☑		☐
	Foreign Language	4	☑		☐
	Employability skills	6	☐		☐
	Other (Specify:)		☐		☐

Status
1 = Planned
2 = In Development
3 = Completed
4 = Adopted or Approved
5 = Being Revised
6 = Not Planned at This Time

Question 2.3 At what stage of development is your state in the following academic areas with respect to content and performance standards? Are your assessments linked to the standards?

State		Content Standards	Assessments Linked to Content Standards	Performance Standards	Assessments Linked to Performance Standards
AS	English/Language Arts	3	☐	3	☐
	Reading	3	☐	3	☐
	Writing	3	☐	3	☐
	Mathematics	3	☐	3	☐
	Science	3	☐	3	☐
	Social Studies	3	☐	3	☐
	Civics/Government	3	☐	3	☐
	Geography	3	☐	3	☐
	History	3	☐	3	☐
	Arts	3	☐	3	☐
	Health Education	3	☐	3	☐
	Physical Education	3	☐	3	☐
	Foreign Language	3	☐	3	☐
	Employability skills		☐		☐
	Other (Specify:)		☐		☐
AZ	English/Language Arts		☐		☐
	Reading	3	☑	2 for 3,5,8;	☐
	Writing	3	☑	2 for 3,5,8;	☐
	Mathematics	3	☑	2 for 3,5,8;	☐
	Science	3	☐		☐
	Social Studies	3	☐		☐
	Civics/Government		☐		☐
	Geography		☐		☐
	History		☐		☐
	Arts	3	☐		☐
	Health Education	3	☐		☐
	Physical Education	3	☐		☐
	Foreign Language	3	☐		☐
	Employability skills	3	☐		☐
	Other (Specify:)		☐		☐
CA	English/Language Arts	4	☐	2	☐
	Reading	4	☐	2	☐
	Writing	4	☐	2	☐
	Mathematics	4	☐	2	☐
	Science	4	☐	2	☐
	Social Studies	4	☐	2	☐
	Civics/Government	4	☐	2	☐
	Geography	4	☐	2	☐
	History	4	☐	2	☐
	Arts		☐		☐
	Health Education		☐		☐
	Physical Education		☐		☐
	Foreign Language		☐		☐
	Employability skills		☐		☐
	Other (Specify:)		☐		☐

Status

1 = Planned	4 = Adopted or Approved
2 = In Development	5 = Being Revised
3 = Completed	6 = Not Planned at This Time

Question 2.3 At what stage of development is your state in the following academic areas with respect to content and performance standards? Are your assessments linked to the standards?

State		Content Standards	Assessments Linked to Content Standards	Performance Standards	Assessments Linked to Performance Standards
CO	English/Language Arts		☐		☐
	Reading	4	☑	4, 2	☐
	Writing	4	☑	4, 2, 1	☐
	Mathematics	4	☑	4, 2, 1	☐
	Science	4	☑	4	☐
	Social Studies		☐		☐
	Civics/Government	4	☑	6	☐
	Geography	4	☑	6	☐
	History	4	☑	6	☐
	Arts	4	☑	6	☐
	Health Education		☐		☐
	Physical Education	4	☑	6	☐
	Foreign Language	4	☑	6	☐
	Employability skills		☐		☐
	Other (Specify:)		☐		☐
CT	English/Language Arts	4	☑	4	☑
	Reading	4	☑	4	☑
	Writing	4	☑	4	☑
	Mathematics	4	☑	4	☑
	Science	4	☑	4	☑
	Social Studies	4	☑	4	☑
	Civics/Government		☐		☐
	Geography		☐		☐
	History		☐		☐
	Arts	4	☑	4	☑
	Health Education	4	☑	4	☑
	Physical Education	4	☑	4	☑
	Foreign Language	4	☑	4	☑
	Employability skills	4	☑	4	☑
	Other (Specify:)	4	☑	4	☑
	Technology Education				
DC	English/Language Arts	4	☑		☑
	Reading	4	☑		☑
	Writing	4	☑		☑
	Mathematics	4	☑		☑
	Science	4	☑		☑
	Social Studies	4	☑		☑
	Civics/Government	4	☑		☑
	Geography	4	☑		☑
	History	4	☑		☑
	Arts	4	☑		☑
	Health Education	2	☑		☑
	Physical Education	2	☑		☑
	Foreign Language	1	☑		☑
	Employability skills	1	☑		☑
	Other (Specify:)		☐		☐

Status

1 = Planned	4 = Adopted or Approved
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3 = Completed	6 = Not Planned at This Time

Question 2.3 At what stage of development is your state in the following academic areas with respect to content and performance standards? Are your assessments linked to the standards?

State		Content Standards	Assessments Linked to Content Standards	Performance Standards	Assessments Linked to Performance Standards
DE	English/Language Arts	4	☑	4	☑
	Reading	4	☑	4	☑
	Writing	4	☑	4	☑
	Mathematics	4	☑	4	☑
	Science	4	☑	1	☑
	Social Studies	4	☑	1	☑
	Civics/Government		☐		☐
	Geography		☐		☐
	History		☐		☐
	Arts	4	☐	6	☐
	Health Education	4	☐	6	☐
	Physical Education	4	☐	6	☐
	Foreign Language	4	☐	6	☐
	Employability skills		☐		☐
	Other (Specify:) Agri-Science; Business, Finance, Marketing; Technology	4	☐	6	☐
DoDEA	English/Language Arts		☐	5	☐
	Reading		☐	5	☐
	Writing		☐	5	☐
	Mathematics		☐	5	☐
	Science	4	☐		☐
	Social Studies		☐	5	☐
	Civics/Government		☐	5	☐
	Geography		☐	5	☐
	History		☐	5	☐
	Arts	4	☐		☐
	Health Education		☐	4	☐
	Physical Education		☐	5	☐
	Foreign Language	4	☐		☐
	Employability skills		☐		☐
	Other (Specify:)		☐		☐
FL	English/Language Arts		☐		☐
	Reading		☐		☐
	Writing		☐		☐
	Mathematics		☐		☐
	Science		☐		☐
	Social Studies		☐		☐
	Civics/Government		☐		☐
	Geography		☐		☐
	History		☐		☐
	Arts		☐		☐
	Health Education		☐		☐
	Physical Education		☐		☐
	Foreign Language		☐		☐
	Employability skills		☐		☐
	Other (Specify:)		☐		☐

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Question 2.3 At what stage of development is your state in the following academic areas with respect to content and performance standards? Are your assessments linked to the standards?

State		Content Standards	Assessments Linked to Content Standards	Performance Standards	Assessments Linked to Performance Standards
GA	English/Language Arts	4	☑	4	☑
	Reading	4	☑	4	☑
	Writing	4	☑	4	☑
	Mathematics	4	☑	4	☑
	Science	4	☑	4	☑
	Social Studies	4	☑	4	☑
	Civics/Government	4	☑	4	☑
	Geography	4	☑	4	☑
	History	4	☑	4	☑
	Arts		☐		☐
	Health Education		☐		☐
	Physical Education		☐		☐
	Foreign Language		☐		☐
	Employability skills		☐		☐
	Other (Specify:)		☐		☐
GU	English/Language Arts	4	☑	4	☑
	Reading	4	☑	4	☑
	Writing	4	☑	4	☑
	Mathematics	4	☑	4	☑
	Science	4	☑	4	☑
	Social Studies	4	☑	4	☑
	Civics/Government	4	☑	4	☑
	Geography	4	☑	4	☑
	History	4	☑	4	☑
	Arts	4	☑	4	☑
	Health Education	4	☑	4	☑
	Physical Education	4	☑	4	☑
	Foreign Language	4	☑	4	☑
	Employability skills	2	☐	2	☐
	Other (Specify:)		☐		☐
HI	English/Language Arts	3	☑	1	☐
	Reading	3	☑	1	☐
	Writing	3	☑	1	☐
	Mathematics	3	☑	1	☐
	Science	3	☑	1	☐
	Social Studies	3	☑	1	☐
	Civics/Government	3	☑	1	☐
	Geography	3	☑	1	☐
	History	3	☑	1	☐
	Arts	3	☑	1	☐
	Health Education	3	☑	1	☐
	Physical Education	3	☑	1	☐
	Foreign Language	3	☑	1	☐
	Employability skills		☐		☐
	Other (Specify:)		☐		☐

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Question 2.3 At what stage of development is your state in the following academic areas with respect to content and performance standards? Are your assessments linked to the standards?

State		Content Standards	Assessments Linked to Content Standards	Performance Standards	Assessments Linked to Performance Standards
IA	English/Language Arts		☐		☐
	Reading	3	☐	3	☐
	Writing	3	☐	3	☐
	Mathematics	3	☐	3	☐
	Science	3	☐	3	☐
	Social Studies		☐		☐
	Civics/Government		☐		☐
	Geography		☐		☐
	History		☐		☐
	Arts		☐		☐
	Health Education		☐		☐
	Physical Education		☐		☐
	Foreign Language		☐		☐
	Employability skills		☐		☐
	Other (Specify:)		☐		☐
	All are locally developed				
ID	English/Language Arts	4	☑		☐
	Reading	4	☑		☐
	Writing	4	☑		☐
	Mathematics	4	☑		☐
	Science	4	☑		☐
	Social Studies	4	☑		☐
	Civics/Government	4	☑		☐
	Geography	4	☑		☐
	History	4	☑		☐
	Arts	2	☐		☐
	Health Education	4	☑		☐
	Physical Education		☐		☐
	Foreign Language		☐		☐
	Employability skills		☐		☐
	Other (Specify:)		☐		☐
IL	English/Language Arts	3	☑	3	☑
	Reading	3	☑	3	☑
	Writing	3	☑	3	☑
	Mathematics	3	☑	3	☑
	Science	3	☑	3	☑
	Social Studies	3	☑	3	☑
	Civics/Government		☑		☐
	Geography		☑		☐
	History		☑		☐
	Arts	3	☑	2	☑
	Health Education	3	☑	2	☑
	Physical Education	3	☑	2	☑
	Foreign Language	3	☑		☐
	Employability skills		☐		☐
	Other (Specify:)		☐		☐

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Question 2.3 At what stage of development is your state in the following academic areas with respect to content and performance standards? Are your assessments linked to the standards?

State		Content Standards	Assessments Linked to Content Standards	Performance Standards	Assessments Linked to Performance Standards
IN	English/Language Arts	4	☐	4	☑
	Reading	4	☐	4	☐
	Writing	4	☐	4	☐
	Mathematics	4	☐	4	☑
	Science	4	☐	1	☐
	Social Studies	5	☐	1	☐
	Civics/Government	5	☐	1	☐
	Geography	5	☐	1	☐
	History	5	☐	1	☐
	Arts	4	☐		☐
	Health Education	4	☐		☐
	Physical Education	4	☐		☐
	Foreign Language	4	☐		☐
	Employability skills		☐		☐
	Other (Specify:)		☐		☐
KS	English/Language Arts		☐		☐
	Reading	4	☑	4	☑
	Writing	4	☑	4	☑
	Mathematics	4	☑	4	☑
	Science	3	☑	1	☑
	Social Studies	4	☑	1	☑
	Civics/Government		☐		☐
	Geography		☐		☐
	History		☐		☐
	Arts	4	☐		☐
	Health Education	4	☐		☐
	Physical Education		☐		☐
	Foreign Language		☐		☐
	Employability skills		☐		☐
	Other (Specify:)		☐		☐
KY	English/Language Arts	4	☑	5	☑
	Reading	4	☑	5	☑
	Writing	4	☑	5	☑
	Mathematics	4	☑	5	☑
	Science	4	☑	5	☑
	Social Studies	4	☑	5	☑
	Civics/Government	4	☑	5	☑
	Geography	4	☑	5	☑
	History	4	☑	5	☑
	Arts	4	☑	5	☑
	Health Education	4	☑	5	☑
	Physical Education	4	☑	5	☑
	Foreign Language		☑		☐
	Employability skills	4	☑	5	☑
	Other (Specify:) Humanities	4	☑	5	☑

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Question 2.3 At what stage of development is your state in the following academic areas with respect to content and performance standards? Are your assessments linked to the standards?

State		Content Standards	Assessments Linked to Content Standards	Performance Standards	Assessments Linked to Performance Standards
LA	English/Language Arts	4	☑		☐
	Reading	4	☑		☐
	Writing	4	☑		☐
	Mathematics	4	☑		☐
	Science	4	☑		☐
	Social Studies	4	☑		☐
	Civics/Government	4	☑		☐
	Geography	4	☑		☐
	History	4	☑		☐
	Arts	5	☑	1	☑
	Health Education	1	☑		☐
	Physical Education	1	☑		☐
	Foreign Language	4	☑		☐
	Employability skills	3	☐	1	☐
	Other (Specify:)		☐		☐
MA	English/Language Arts	4	☑	4	☑
	Reading		☑		☐
	Writing		☑		☐
	Mathematics	5	☑	4	☑
	Science	5	☑	4	☑
	Social Studies	4	☑	4	☑
	Civics/Government		☐		☐
	Geography		☐		☐
	History		☐		☐
	Arts	4	☐		☐
	Health Education	4	☐		☐
	Physical Education		☐		☐
	Foreign Language	4	☐		☐
	Employability skills		☐		☐
	Other (Specify:)		☐		☐
MD	English/Language Arts	4	☑	4	☑
	Reading	4	☑	4	☑
	Writing	4	☑	4	☑
	Mathematics	4	☑	4	☑
	Science	4	☑	4	☑
	Social Studies	4	☑	4	☑
	Civics/Government	4	☐		☐
	Geography	4	☐		☐
	History	4	☐		☐
	Arts	4	☑	4	☑
	Health Education	4	☐		☐
	Physical Education	4	☐		☐
	Foreign Language	4	☐		☐
	Employability skills	4	☐		☐
	Other (Specify:)		☐		☐

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Question 2.3 **At what stage of development is your state in the following academic areas with respect to content and performance standards? Are your assessments linked to the standards?**

State		Content Standards	Assessments Linked to Content Standards	Performance Standards	Assessments Linked to Performance Standards
ME	English/Language Arts	4	☑	4	☑
	Reading	4	☑	4	☑
	Writing	4	☑	4	☑
	Mathematics	4	☑	4	☑
	Science	4	☑	4	☑
	Social Studies	4	☑	4	☑
	Civics/Government		☐		☐
	Geography		☐		☐
	History		☐		☐
	Arts	4	☑	4	☑
	Health Education	4	☑	4	☑
	Physical Education	4	☑	4	☑
	Foreign Language	4	☑	2	☑
	Employability skills		☐		☐
	Other (Specify:) Career Preparation	4	☑	2	☑
MI	English/Language Arts	4	☑	4	☑
	Reading	4	☑	4	☑
	Writing	4	☑	4	☑
	Mathematics	4	☑	4	☑
	Science	4	☑	4	☑
	Social Studies	4	☑	4	☑
	Civics/Government	4	☑	4	☑
	Geography	4	☑	4	☑
	History	4	☑	4	☑
	Arts	4	☐	6	☐
	Health Education	2	☐	6	☐
	Physical Education	2	☐	6	☐
	Foreign Language	6	☐	6	☐
	Employability skills	6	☐	6	☐
	Other (Specify:)		☐		☐
MN	English/Language Arts	4	☑	4	☑
	Reading	4	☑	4	☑
	Writing	4	☑	4	☑
	Mathematics	4	☑	4	☑
	Science	4	☑	4	☑
	Social Studies	4	☑	4	☑
	Civics/Government	4	☑	4	☑
	Geography	4	☑	4	☑
	History	4	☑	4	☑
	Arts	4	☑	4	☑
	Health Education	4	☑	4	☑
	Physical Education	4	☑	4	☑
	Foreign Language	4	☑	4	☑
	Employability skills	4	☑	4	☑
	Other (Specify:) This section is unclear.		☐		☐

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Question 2.3 At what stage of development is your state in the following academic areas with respect to content and performance standards? Are your assessments linked to the standards?

State		Content Standards	Assessments Linked to Content Standards	Performance Standards	Assessments Linked to Performance Standards
MO	English/Language Arts	4	☑		☑
	Reading		☑		☑
	Writing		☑		☑
	Mathematics	4	☑		☑
	Science	4	☑		☑
	Social Studies	4	☑		☑
	Civics/Government	4	☑		☑
	Geography	4	☑		☑
	History	4	☑		☑
	Arts	2	☑		☑
	Health Education	4	☑		☑
	Physical Education	4	☑		☑
	Foreign Language		☐		☐
	Employability skills		☐		☐
	Other (Specify:)		☐		☐
MP	English/Language Arts	4	☐	2	☐
	Reading	4	☐	2	☐
	Writing	4	☐	2	☐
	Mathematics	5	☐	1	☐
	Science	5	☐	1	☐
	Social Studies	4	☐	1	☐
	Civics/Government	4	☐		☐
	Geography	4	☐		☐
	History	4	☐		☐
	Arts	2	☐		☐
	Health Education	4	☐		☐
	Physical Education	2	☐		☐
	Foreign Language	1	☐		☐
	Employability skills	5	☐		☐
	Other (Specify:)		☐		☐
MS	English/Language Arts	4	☑	1	☐
	Reading	4	☑	1	☐
	Writing	4	☑	1	☐
	Mathematics	4	☑	1	☐
	Science	4	☑	1	☐
	Social Studies	4	☑		☐
	Civics/Government	4	☑		☐
	Geography	4	☑		☐
	History	4	☑	1	☐
	Arts	4	☑		☐
	Health Education	4	☑		☐
	Physical Education	4	☑		☐
	Foreign Language	4	☑		☐
	Employability skills	4	☑	1	☐
	Other (Specify:)		☐		☐

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Question 2.3 At what stage of development is your state in the following academic areas with respect to content and performance standards? Are your assessments linked to the standards?

State		Content Standards	Assessments Linked to Content Standards	Performance Standards	Assessments Linked to Performance Standards
MT	English/Language Arts	3	☐		☐
	Reading	3	☐		☐
	Writing	3	☐		☐
	Mathematics	3	☐		☐
	Science	3	☐		☐
	Social Studies	3	☐		☐
	Civics/Government		☐		☐
	Geography		☐		☐
	History		☐		☐
	Arts	3	☐		☐
	Health Education	3	☐		☐
	Physical Education	3	☐		☐
	Foreign Language	3	☐		☐
	Employability skills	3	☐		☐
	Other (Specify:)		☐		☐
NC	English/Language Arts	4	☑	4	☑
	Reading	4	☑	4	☑
	Writing	4	☑	4	☑
	Mathematics	4	☑	4	☑
	Science	4	☑	4	☑
	Social Studies	4	☐		☐
	Civics/Government	4	☑	4	☑
	Geography		☐		☐
	History	4	☑	4	☑
	Arts	4	☐		☐
	Health Education	4	☐		☐
	Physical Education	4	☐		☐
	Foreign Language	4	☐		☐
	Employability skills	4	☐		☐
	Other (Specify:) Computer Skills/Information	4	☑	4	☑
ND	English/Language Arts	3	☑	3	☑
	Reading	3	☑	3	☑
	Writing	3	☑	3	☑
	Mathematics	3	☑	3	☑
	Science	3	☐		☐
	Social Studies	3	☐		☐
	Civics/Government		☐		☐
	Geography		☐		☐
	History		☐		☐
	Arts	3	☐	3	☐
	Health Education	3	☐		☐
	Physical Education	3	☐	3	☐
	Foreign Language		☐		☐
	Employability skills		☐		☐
	Other (Specify:)		☐		☐

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Question 2.3 At what stage of development is your state in the following academic areas with respect to content and performance standards? Are your assessments linked to the standards?

State		Content Standards	Assessments Linked to Content Standards	Performance Standards	Assessments Linked to Performance Standards
NE	English/Language Arts	4	☐	4	☐
	Reading	4	☐	4	☐
	Writing	4	☐	4	☐
	Mathematics	4	☐	4	☐
	Science	4	☐	4	☐
	Social Studies	4	☐	4	☐
	Civics/Government		☐		☐
	Geography		☐		☐
	History		☐		☐
	Arts		☑		☐
	Health Education		☐		☐
	Physical Education		☐		☐
	Foreign Language		☑		☐
	Employability skills		☐		☐
	Other (Specify:)		☐		☐
NH	English/Language Arts	4	☑	4	☑
	Reading	4	☑	4	☑
	Writing	4	☑	4	☑
	Mathematics	4	☑	4	☑
	Science	4	☑	4	☑
	Social Studies	4	☑	4	☑
	Civics/Government	4	☑	4	☑
	Geography	4	☑	4	☑
	History	4	☑	4	☑
	Arts	4	☑	4	☑
	Health Education		☐		☐
	Physical Education		☐		☐
	Foreign Language		☐		☐
	Employability skills		☐		☐
	Other (Specify:) Career Development	4	☑	4	☑
NJ	English/Language Arts	3	☑	4	☑
	Reading		☐		☐
	Writing		☐		☐
	Mathematics	3	☑	4	☑
	Science	3	☑	4	☑
	Social Studies	3	☑	2	☑
	Civics/Government		☐		☐
	Geography		☐		☐
	History		☐		☐
	Arts	3	☑	2	☑
	Health Education	3	☑	2	☑
	Physical Education	3	☑	2	☑
	Foreign Language	3	☑	2	☑
	Employability skills	3	☑	2	☑
	Other (Specify:)		☐		☐

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Question 2.3 At what stage of development is your state in the following academic areas with respect to content and performance standards? Are your assessments linked to the standards?

State		Content Standards	Assessments Linked to Content Standards	Performance Standards	Assessments Linked to Performance Standards
NM	English/Language Arts	4	☑	4	☑
	Reading	4	☑	4	☑
	Writing	4	☑	4	☑
	Mathematics	4	☑		☐
	Science	4	☑		☐
	Social Studies	4	☑		☐
	Civics/Government		☐		☐
	Geography		☐		☐
	History		☐		☐
	Arts	4	☑		☐
	Health Education	4	☑		☐
	Physical Education	4	☑		☐
	Foreign Language	4	☑		☐
	Employability skills		☐		☐
	Other (Specify:) Career Readiness	4	☑		☐
NV	English/Language Arts	4	☑	4	☑
	Reading	4	☑	4	☑
	Writing	4	☑	4	☑
	Mathematics	4	☑	4	☑
	Science	4	☑	4	☑
	Social Studies	2	☐	2	☐
	Civics/Government		☐		☐
	Geography		☐		☐
	History		☐		☐
	Arts	2	☐	2	☐
	Health Education	2	☐	2	☐
	Physical Education	2	☐	2	☐
	Foreign Language		☐		☐
	Employability skills		☐		☐
	Other (Specify:)		☐		☐
NY	English/Language Arts	3	☑	3	☑
	Reading	3	☑	3	☑
	Writing	3	☑	3	☑
	Mathematics	3	☑	3	☑
	Science	2	☑	2	☑
	Social Studies	2	☑	2	☑
	Civics/Government	2	☑	2	☑
	Geography	2	☑	2	☑
	History	2	☑	2	☑
	Arts	1	☑	1	☑
	Health Education		☐		☐
	Physical Education		☐		☐
	Foreign Language	1	☑	1	☑
	Employability skills		☐		☐
	Other (Specify:)		☐		☐

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Question 2.3 At what stage of development is your state in the following academic areas with respect to content and performance standards? Are your assessments linked to the standards?

State		Content Standards	Assessments Linked to Content Standards	Performance Standards	Assessments Linked to Performance Standards
OH	English/Language Arts	5	☑		☐
	Reading		☑	3, 5	☑
	Writing		☑	3, 5	☑
	Mathematics	5	☑	3, 5	☑
	Science	5	☑	3, 5	☑
	Social Studies	5	☑	3, 5	☑
	Civics/Government		☐		☐
	Geography		☐		☐
	History		☐		☐
	Arts	5	☑		☐
	Health Education		☐		☐
	Physical Education		☐		☐
	Foreign Language	5	☑		☐
	Employability skills		☐		☐
	Other (Specify:)		☐		☐
OK	English/Language Arts	4	☑	4	☑
	Reading	4	☑	4	☑
	Writing	4	☑	4	☑
	Mathematics	4	☑	4	☑
	Science	4	☑	4	☑
	Social Studies	4	☑	4	☐
	Civics/Government	4	☑	4	☐
	Geography	4	☑	4	☐
	History	4	☑	4	☐
	Arts	4	☑	4	☐
	Health Education	4	☑	6	☐
	Physical Education	4	☑	6	☐
	Foreign Language	4	☑	6	☐
	Employability skills	6	☐	6	☐
	Other (Specify:)	4	☐		☐
	Oklahoma History				
OR	English/Language Arts	5	☐		☐
	Reading	5	☑	4	☑
	Writing	5	☑	4	☑
	Mathematics	5	☑	4	☑
	Science	5	☑	4	☑
	Social Studies	5	☐		☐
	Civics/Government	5	☑		☐
	Geography	5	☑		☐
	History	5	☑		☐
	Arts	4	☑		☐
	Health Education	4	☑		☐
	Physical Education	2	☑		☐
	Foreign Language	4	☑		☐
	Employability skills	4	☑		☐
	Other (Specify:)		☐		☐

Status

1 = Planned	4 = Adopted or Approved
2 = In Development	5 = Being Revised
3 = Completed	6 = Not Planned at This Time

Question 2.3 At what stage of development is your state in the following academic areas with respect to content and performance standards? Are your assessments linked to the standards?

State		Content Standards	Assessments Linked to Content Standards	Performance Standards	Assessments Linked to Performance Standards
PA	English/Language Arts	4	☐		☐
	Reading	4	☐		☐
	Writing	4	☐		☐
	Mathematics	4	☐		☐
	Science	2	☐		☐
	Social Studies	2	☐		☐
	Civics/Government	2	☐		☐
	Geography	2	☐		☐
	History	2	☐		☐
	Arts	2	☐		☐
	Health Education	1	☐		☐
	Physical Education	1	☐		☐
	Foreign Language	2	☐		☐
	Employability skills	1	☐		☐
	Other (Specify:)		☐		☐
PR	English/Language Arts	3	☑	3	☑
	Reading	3	☑	3	☑
	Writing	3	☑	3	☑
	Mathematics	3	☑	3	☑
	Science	3	☑	3	☑
	Social Studies	3	☑	3	☑
	Civics/Government	3	☑	3	☑
	Geography	3	☑	3	☑
	History	3	☑	3	☑
	Arts	3	☑	3	☑
	Health Education	3	☑	3	☑
	Physical Education	3	☑	3	☑
	Foreign Language		☐		☐
	Employability skills		☑	3	☐
	Other (Specify:)		☐		☐
RI	English/Language Arts	4	☑	4	☑
	Reading	4	☑	4	☑
	Writing	4	☑	4	☑
	Mathematics	4	☑	4	☑
	Science	4	☑	6	☐
	Social Studies	2	☑	6	☐
	Civics/Government		☐		☐
	Geography		☐		☐
	History		☐		☐
	Arts	4	☐	6	☐
	Health Education	4	☑	6	☑
	Physical Education		☐	6	☐
	Foreign Language		☐		☐
	Employability skills		☐		☐
	Other (Specify:)		☐		☐

Status

1 = Planned	4 = Adopted or Approved
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Question 2.3 At what stage of development is your state in the following academic areas with respect to content and performance standards? Are your assessments linked to the standards?

State		Content Standards	Assessments Linked to Content Standards	Performance Standards	Assessments Linked to Performance Standards
SC	English/Language Arts	3	☑		☐
	Reading		☐		☐
	Writing		☐		☐
	Mathematics	3	☑		☐
	Science	4	☑		☐
	Social Studies	4	☑		☐
	Civics/Government		☐		☐
	Geography		☐		☐
	History		☐		☐
	Arts		☐		☐
	Health Education		☐		☐
	Physical Education		☐		☐
	Foreign Language		☐		☐
	Employability skills		☐		☐
	Other (Specify:)		☐		☐
SD	English/Language Arts	3	☑	2	☐
	Reading	3	☑	2	☐
	Writing	3	☑	2	☐
	Mathematics	3	☑	2	☐
	Science	3	☑	2	☐
	Social Studies	3	☑	2	☐
	Civics/Government	3	☑	2	☐
	Geography	3	☑	2	☐
	History	3	☑	2	☐
	Arts	3	☑	2	☐
	Health Education	3	☑	2	☐
	Physical Education	3	☑	2	☐
	Foreign Language	3	☑	2	☐
	Employability skills	6	☐		☐
	Other (Specify:)		☐		☐
TN	English/Language Arts	5	☑	2	☐
	Reading	5	☑	2	☐
	Writing		☐	2	☐
	Mathematics	5	☑	2	☐
	Science	5	☑	6	☐
	Social Studies	5	☑	6	☐
	Civics/Government		☐		☐
	Geography		☐		☐
	History		☐		☐
	Arts		☐		☐
	Health Education		☐		☐
	Physical Education		☐		☐
	Foreign Language		☐		☐
	Employability skills		☐		☐
	Other (Specify:) Alg I, Biology, English I, Algebra II, Geometry, English I	2	☑	2	☑

Status

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Question 2.3 At what stage of development is your state in the following academic areas with respect to content and performance standards? Are your assessments linked to the standards?

State		Content Standards	Assessments Linked to Content Standards	Performance Standards	Assessments Linked to Performance Standards
TX	English/Language Arts	4	☑	4	☑
	Reading	4	☑	4	☑
	Writing	4	☑	4	☑
	Mathematics	4	☑	4	☑
	Science	4	☑	4	☑
	Social Studies	4	☑	4	☑
	Civics/Government	4	☑	4	☑
	Geography	4	☑	4	☑
	History	4	☑	4	☑
	Arts		☐		☐
	Health Education		☐		☐
	Physical Education		☐		☐
	Foreign Language		☐		☐
	Employability skills		☐		☐
	Other (Specify:)		☐		☐
UT	English/Language Arts	4	☑	2	☑
	Reading	4	☑	2	☑
	Writing	4	☑	2	☑
	Mathematics	4	☑	2	☑
	Science	4	☑	2	☑
	Social Studies		☐		☐
	Civics/Government		☐		☐
	Geography		☐		☐
	History		☐		☐
	Arts		☐		☐
	Health Education		☐		☐
	Physical Education		☐		☐
	Foreign Language		☐		☐
	Employability skills		☐		☐
	Other (Specify:)		☐		☐
VA	English/Language Arts	4	☑	4	☑
	Reading	4	☑	4	☑
	Writing	4	☑	4	☑
	Mathematics	4	☑	4	☑
	Science	4	☑	4	☑
	Social Studies	4	☑	4	☑
	Civics/Government	4	☑	4	☑
	Geography	4	☑	4	☑
	History	4	☑	4	☑
	Arts		☐		☐
	Health Education		☐		☐
	Physical Education		☐		☐
	Foreign Language		☐		☐
	Employability skills		☐		☐
	Other (Specify:)		☐		☐

Status

1 = Planned	4 = Adopted or Approved
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Question 2.3 At what stage of development is your state in the following academic areas with respect to content and performance standards? Are your assessments linked to the standards?

State		Content Standards	Assessments Linked to Content Standards	Performance Standards	Assessments Linked to Performance Standards
VI	English/Language Arts	4	☑		☐
	Reading	4	☑		☐
	Writing	4	☑		☐
	Mathematics	4	☑		☐
	Science	4	☑		☐
	Social Studies	4	☑		☐
	Civics/Government	4	☑		☐
	Geography	4	☑		☐
	History	4	☑		☐
	Arts	6	☐		☐
	Health Education	6	☐		☐
	Physical Education	6	☐		☐
	Foreign Language	2	☑		☐
	Employability skills	6	☐		☐
	Other (Specify:)		☐		☐
VT	English/Language Arts	4	☑	4	☑
	Reading	4	☑	4	☑
	Writing	4	☑	4	☑
	Mathematics	4	☑	4	☑
	Science	4	☑	2	☑
	Social Studies	4	☑	6	☐
	Civics/Government	4	☑	6	☐
	Geography	4	☑	6	☐
	History	4	☑	6	☐
	Arts	4	☑	6	☐
	Health Education	4	☑	6	☐
	Physical Education	4	☑	6	☐
	Foreign Language	4	☑	6	☐
	Employability skills	4	☑	6	☐
	Other (Specify:)		☐		☐
WA	English/Language Arts	6	☐	6	☐
	Reading	4	☐	4	☐
	Writing	4	☐	4	☐
	Mathematics	4	☐	4	☐
	Science	4	☐	2	☐
	Social Studies	5	☐	1	☐
	Civics/Government	5	☐	1	☐
	Geography	5	☐	1	☐
	History	5	☐	1	☐
	Arts	5	☐	1	☐
	Health Education	5	☐	1	☐
	Physical Education	5	☐	1	☐
	Foreign Language	6	☐	6	☐
	Employability skills	6	☐	6	☐
	Other (Specify:) Communications	4	☐	4	☐

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Question 2.3 At what stage of development is your state in the following academic areas with respect to content and performance standards? Are your assessments linked to the standards?

State		Content Standards	Assessments Linked to Content Standards	Performance Standards	Assessments Linked to Performance Standards
WI	English/Language Arts	4	☑	4	☑
	Reading	4	☑	4	☑
	Writing	4	☑	4	☑
	Mathematics	4	☑	4	☑
	Science	4	☑	4	☑
	Social Studies	4	☑	4	☑
	Civics/Government	4	☑		☐
	Geography	4	☑		☐
	History	4	☑		☐
	Arts	4	☐		☐
	Health Education	4	☐		☐
	Physical Education	4	☐		☐
	Foreign Language	4	☐		☐
	Employability skills		☐		☐
	Other (Specify:)		☐		☐
WV	English/Language Arts	2	☐	2	☐
	Reading	2	☐	2	☐
	Writing	2	☐	2	☐
	Mathematics	2	☐	2	☐
	Science	2	☐	2	☐
	Social Studies	2	☐	2	☐
	Civics/Government	2	☐	2	☐
	Geography	2	☐	2	☐
	History	2	☐	2	☐
	Arts		☐		☐
	Health Education		☐		☐
	Physical Education		☐		☐
	Foreign Language		☐		☐
	Employability skills		☐		☐
	Other (Specify:)		☐		☐
WY	English/Language Arts	3	☑	3	☑
	Reading	3	☑	3	☑
	Writing	3	☑	3	☑
	Mathematics	3	☑	3	☑
	Science	3	☑	3	☑
	Social Studies	3	☑	3	☑
	Civics/Government	3	☑	3	☑
	Geography	3	☑	3	☑
	History	3	☑	3	☑
	Arts	2	☑	2	☑
	Health Education	3	☑	3	☑
	Physical Education	3	☑	3	☑
	Foreign Language	3	☑	3	☑
	Employability skills	2	☑	2	☑
	Other (Specify:)		☐		☐

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Question 3.0 Program components and contact persons.

State

AK

Program Component: Norm Referenced Testing
Subject: Language
Contact(s): Richard Smiley
Phone: 907 / 465-8691
Email: richard_smiley@eed.state.ak.us

Program Component: Norm Referenced Testing
Subject: Reading
Contact(s): Richard Smiley
Phone: 907/ 465-8691
Email: richard_smiley@eed.state.ak.us

Program Component: Standards-based Testing
Subject: Mathematics
Contact(s): Richard Smiley
Phone: 907 / 465-8691
Email: richard_smiley@eed.state.ak.us

Program Component: Standards-based Testing
Subject: Reading
Contact(s): Richard Smiley
Phone: 907/ 465-8691
Email: richard_smiley@educ.state.ak.us

Program Component: Standards-based Testing
Subject: Writing
Contact(s): Richard Smiley
Phone: 907 / 465-8691
Email: richard_smiley@eed.state.ak.us

Program Component: Norm Referenced Testing
Subject: Mathematics
Contact(s): Richard Smiley
Phone: 907 / 465-8691
Email: richard_smiley@eed.state.ak.us

AL

Program Component: Alabama Reading Assessment: Grade 1
Subject: Reading
Contact(s): Cathy Poage
Phone: 334-242-8038
Email: cpoage@alsde.edu

Program Component: Alabama Direct Assessment of Writing
Subject: Writing
Contact(s): Margaret Weldon
Phone: (334)242-8038
Email: mweldon@alsde.edu

Program Component: Alabama Early Learning Inventory
Subject: Reading and Quantitative Concepts
Contact(s): Cathy Poage
Phone: 334-242-8038
Email: cpoage@alsde.edu

Question 3.0 Program components and contact persons.

State

AL

Program Component: Alabama High School Graduation Exam
Subject: Language
Contact(s): Dottie DeMars
Phone: 1-334-242-8038
Email: ddemars@alsde.edu

Program Component: Alabama High School Graduation Exam
Subject: Mathematics
Contact(s): Dottie DeMars
Phone: 1-334-242-8038
Email: ddemars@alsde.edu

Program Component: Alabama High School Graduation Exam
Subject: Science
Contact(s): Dottie DeMars
Phone: 1-334-242-8038
Email: ddemars@alsde.edu

Program Component: Alabama Reading Assessment: Grade 2
Subject: Reading
Contact(s): Cathy Poage
Phone: 334-242-8038
Email: cpoage@alsde.edu

Program Component: Stanford Achievement Test, 9th edition
Subject: Total Battery
Contact(s): Miriam Byers
Phone: (334)242-8038
Email: mbyers@alsde.edu

Program Component: Alabama High School Graduation Exam
Subject: Reading Comprehension
Contact(s): Dottie DeMars
Phone: 1-334-242-8038
Email: ddemars@alsde.edu

AR

Program Component: Criterion Referenced Testing: Benchmark Exams and End of Level Exams
Subject: Mathematics
Contact(s): Gayle Potter
Phone: 501-682-4558
Email: gpotter@arkedu.k12.ar.us

Program Component: Criterion Referenced Testing: Benchmark Exams and End of Level Exams
Subject: Literacy (Reading and Writing)
Contact(s): Gayle Potter
Phone: 501-682-4558
Email: gpotter@arkedu.k12.ar.us

Program Component: Norm referenced testing
Subject: Language
Contact(s): Donna Wolfe
Phone: 501-682-4252
Email: dwolfe@arkedu.k12.ar.us

Question 3.0 Program components and contact persons.

State

AR

Program Component: Norm referenced testing
Subject: Science
Contact(s): Donna Wolfe
Phone: 501-682-4252
Email: dwolfe@arkedu.k12.ar.us

Program Component: Norm referenced testing
Subject: Social Studies
Contact(s): Donna Wolfe
Phone: 501-682-4252
Email: dwolfe@arkedu.k12.ar.us

Program Component: Norm referenced testing
Subject: Spelling
Contact(s): Donna Wolfe
Phone: 501-682-4252
Email: dwolfe@arkedu.k12.ar.us

Program Component: Norm referenced testing
Subject: Study Skills
Contact(s): Donna Wolfe
Phone: 501-682-4252
Email: dwolfe@arkedu.k12.ar.us

Program Component: Norm referenced testing
Subject: Total Reading
Contact(s): Donna Wolfe
Phone: 501-682-4252
Email: dwolfe@arkedu.k12.ar.us

Program Component: Norm referenced testing
Subject: Math
Contact(s): Donna Wolfe
Phone: 501-682-4252
Email: dwolfe@arkedu.k12.ar.us

AS

Program Component: Stanford Achievement Test-9th Edition Complete Battery
Subject: Science
Contact(s): Elizabeth A. Haleck
Phone: 684-6331246/1247
Email: haleckE@excite.com

Program Component: Stanford Achievement Test-9th Edition Complete Battery
Subject: Social Science
Contact(s): Elizabeth A. Haleck
Phone: 684-6331246/1247
Email: haleckE@excite.com

Program Component: Stanford Achievement Test-9th Edition Complete Battery
Subject: Reading
Contact(s): Elizabeth A. Haleck
Phone: 011-684-633-1246/1247
Email: haleckE@excite.com

Question 3.0 Program components and contact persons.

State

AS
Program Component: Stanford Achievement Test-9th Edition Complete Battery
Subject: Mathematics
Contact(s): Elizabeth A. Haleck
Phone: 011-684-633-1246/1247
Email: haleckE@excite.com

Program Component: Stanford Achievement Test-9th Edition Complete Battery
Subject: Language
Contact(s): Elizabeth A. Haleck
Phone: 011-684-633-1246/1247
Email: haleckE@excite.com

AZ
Program Component: CRT: Arizona's Instrument to Measure Standards (AIMS)
Subject: AIMS 358 & 10 Writing
Contact(s): Kelly Powell
Phone: (602) 542-5031
Email: kpowell@ade.az.gov

Program Component: NRT: Stanford Achievement Test, Ninth Edition
Subject: Reading Language
Contact(s): Kelly Powell
Phone: (602) 542-5031
Email: kpowell@ade.az.gov

Program Component: CRT: Arizona's Instrument to Measure Standards (AIMS)
Subject: AIMS 358 & 10 Mathematics
Contact(s): Kelly Powell
Phone: (602) 542-5031
Email: kpowell@ade.az.gov

Program Component: NRT: Stanford Achievement Test, Ninth Edition
Subject: Math
Contact(s): Kelly Powell
Phone: (602) 542-5031
Email: kpowell@ade.az.gov

Program Component: NRT: Stanford Achievement Test, Ninth Edition
Subject: Reading
Contact(s): Kelly Powell
Phone: (602) 542-5031
Email: kpowell@ade.az.gov

CA
Program Component: Golden State Exams
Subject: Economics
Contact(s): Paul Michelson
Phone: (916) 654-4081
Email: pmichels@cde.ca.gov

Program Component: Assessments in Career Education
Subject: Computer Science and Information Systems
Contact(s): Mark Fetler
Phone: (916) 651-8623
Email: mfetler@cde.ca.gov

Question 3.0 Program components and contact persons.

State

CA

Program Component: Assessments in Career Education
Subject: Food Service and Hospitality
Contact(s): Mark Fetler
Phone: (916) 651-8623
Email: mfetler@cde.ca.gov

Program Component: Assessments in Career Education
Subject: Health Care Level I
Contact(s): Mark Fetler
Phone: (916) 651-8623
Email: mfetler@cde.ca.gov

Program Component: Assessments in Career Education
Subject: Technology Core
Contact(s): Mark Fetler
Phone: (916) 651-8623
Email: mfetler@cde.ca.gov

Program Component: CHSPE
Subject: High School Proficiency
Contact(s): Mark Fetler
Phone: (916) 651-8623
Email: mfetler@cde.ca.gov

Program Component: GED
Subject: Not applicable
Contact(s): Nancy Edmunds
Phone: (916) 651-6622
Email: nedmunds@cde.ca.gov

Program Component: Golden State Exams
Subject: Algebra
Contact(s): Paul Michelson
Phone: (916) 654-4081
Email: pmichels@cde.ca.gov

Program Component: Golden State Exams
Subject: Biology
Contact(s): Paul Michelson
Phone: (916) 654-4081
Email: pmichels@cde.ca.gov

Program Component: Golden State Exams
Subject: Coordinated Science
Contact(s): Paul Michelson
Phone: (916) 654-4081
Email: pmichels@cde.ca.gov

Program Component: Standardized Testing and Reporting Program (STAR)
Subject: Spelling
Contact(s): Linda Lownes
Phone: (916)657-3011
Email: llownes@cde.ca.gov

Question 3.0 Program components and contact persons.

State

CA

Program Component: Golden State Exams
Subject: Geometry
Contact(s): Paul Michelson
Phone: (916) 654-4081
Email: pmichels@cde.ca.gov

Program Component: Golden State Exams
Subject: Government/Civics
Contact(s): Paul Michelson
Phone: (916) 654-4081
Email: pmichels@cde.ca.gov

Program Component: Golden State Exams
Subject: High School Math
Contact(s): Paul Michelson
Phone: (916) 654-4081
Email: pmichels@cde.ca.gov

Program Component: Golden State Exams
Subject: Physics
Contact(s): Paul Michelson
Phone: (916) 654-4081
Email: pmichels@cde.ca.gov

Program Component: Golden State Exams
Subject: Reading and Literature
Contact(s): Paul Michelson
Phone: (916) 654-4081
Email: pmichels@cde.ca.gov

Program Component: Golden State Exams
Subject: Spanish
Contact(s): Paul Michelson
Phone: (916) 654-4081
Email: pmichels@cde.ca.gov

Program Component: Golden State Exams
Subject: U.S. History
Contact(s): Paul Michelson
Phone: (916) 654-4081
Email: pmichels@cde.ca.gov

Program Component: Golden State Exams
Subject: Written Composition
Contact(s): Paul Michelson
Phone: (916) 654-4081
Email: pmichels@cde.ca.gov

Program Component: Golden State Exams
Subject: Chemistry
Contact(s): Paul Michelson
Phone: (916) 654-4081
Email: pmichels@cde.ca.gov

Question 3.0 Program components and contact persons.

State

CA

Program Component: Standardized Testing and Reporting Program (STAR)
Subject: Primary Language-Reading
Contact(s): Linda Lownes
Phone: (916)654-5371
Email: llownes@cde.ca.gov

Program Component: Physical Fitness Test
Subject: Physical fitness Test
Contact(s): Debbie Vigil
Phone: (916) 657-4964
Email: dvigil@cde.ca.gov

Program Component: Assessments in Career Education
Subject: Agriculture Core
Contact(s): Mark Fetler
Phone: (916) 651-8623
Email: mfetler@cde.ca.gov

Program Component: Standardized Testing and Reporting Program (STAR)
Subject: Reading
Contact(s): Linda Lownes
Phone: (916)654-5371
Email: llownes@cde.ca.gov

Program Component: Standardized Testing and Reporting Program (STAR)
Subject: All STAR Tests
Contact(s): Linda Lownes
Phone: (916)657-301
Email: llownes@cde.ca.gov

Program Component: Standardized Testing and Reporting Program (STAR)
Subject: Math
Contact(s): Linda Lownes
Phone: (916)654-5371
Email: llownes@cde.ca.gov

Program Component: Standardized Testing and Reporting Program (STAR)
Subject: Language
Contact(s): Linda Lownes
Phone: (916)654-5371
Email: llownes@cde.ca.gov

Program Component: Standardized Testing and Reporting Program (STAR)
Subject: Social Science
Contact(s): Linda Lownes
Phone: (916)654-5371
Email: llownes@cde.ca.gov

Program Component: Standardized Testing and Reporting Program (STAR)
Subject: Science
Contact(s): Linda Lownes
Phone: (916)654-5371
Email: llownes@cde.ca.gov

Question 3.0 Program components and contact persons.

State

CO

Program Component: Reading, Writing, Mathematics, and Science
Subject: Mathematics
Contact(s): Don Watson
Phone: (303) 866-6664
Email: watson_d@cde.state.co.us

Program Component: Reading, Writing, Mathematics, and Science
Subject: Writing
Contact(s): Don Watson
Phone: (303) 866-6664
Email: watson_d@cde.state.co.us

Program Component: Reading, Writing, Mathematics and Science
Subject: Reading
Contact(s): Don Watson
Phone: (303) 866-6664
Email: watson_d@cde.state.co.us

Program Component: Reading, Writing, Mathematics, and Science
Subject: Science
Contact(s): Don Watson
Phone: 303/866-6664
Email: watson_d@cde.state.co.us

CT

Program Component: Connecticut Mastery Test (CMT)
Subject: Reading
Contact(s): Peter Behuniak
Phone: 860-566-2201
Email: peter.behuniak@po.state.ct.us

Program Component: Connecticut Mastery Test (CMT)
Subject: Writing
Contact(s): Peter Behuniak
Phone: 860-566-2201
Email: peter.behuniak@po.state.ct.us

Program Component: Connecticut Academic Performance Test (CAPT)
Subject: Editing
Contact(s): Peter Behuniak
Phone: 860-566-2201
Email: peter.behuniak@po.state.ct.us

Program Component: Connecticut Academic Performance Test (CAPT)
Subject: Interdisciplinary
Contact(s): Peter Behuniak
Phone: 860-566-2201
Email: peter.behuniak@po.state.ct.us

Program Component: Connecticut Academic Performance Test (CAPT)
Subject: Mathematics
Contact(s): Peter Behuniak
Phone: 860-566-2201
Email: peter.behuniak@po.state.ct.us

Question 3.0 Program components and contact persons.

State

CT

Program Component: Connecticut Academic Performance Test (CAPT)
Subject: Response to Literature
Contact(s): Peter Behuniak
Phone: 860-566-2201
Email: peter.behuniak@po.state.ct.us

Program Component: Connecticut Academic Performance Test (CAPT)
Subject: Science
Contact(s): Peter Behuniak
Phone: 860-566-2201
Email: peter.behuniak@po.state.ct.us

Program Component: Connecticut Mastery Test (CMT)
Subject: Mathematics
Contact(s): Peter Behuniak
Phone: 860-566-2201
Email: peter.behuniak@po.state.ct.us

DC

Program Component: Stanford Achievement Tests- Ninth Edition
Subject: Mathematics
Contact(s): Patricia Anderson
Phone: (202) 442-5220
Email: patricia.anderson@k12.dc.us

Program Component: Stanford Achievement Tests- Ninth Edition
Subject: Reading
Contact(s): Patricia Anderson
Phone: (202) 442-5220
Email: patricia.anderson@k12.dc.us

DE

Program Component: Delaware Student Testing Program - Standards-Based Mathematics
Subject: Mathematics (SB)
Contact(s): Carole D. White, M.B.A.
Phone: 302-739-2771
Email: cwhite@state.de.us

Program Component: Delaware Student Testing Program - Standards-Based Reading
Subject: Reading (SB)
Contact(s): Carole D. White, M.B.A.
Phone: 302-739-2771
Email: cwhite@state.de.us

Program Component: Delaware Student Testing Program - Social Studies
Subject: Social Studies (SB)
Contact(s): Carole D. White, M.B.A.
Phone: 302-739-2771
Email: cwhite@state.de.us

Program Component: Delaware Student Testing Program - Science
Subject: Science (SB)
Contact(s): Carole D. White, M.B.A.
Phone: 302-739-2771
Email: cwhite@state.de.us

Question 3.0 Program components and contact persons.

State

DE

Program Component: Delaware Student Testing Program - Reading NRT
Subject: Reading (NRT)
Contact(s): Carole D. White, M.B.A.
Phone: 302-739-2771
Email: cwhite@state.de.us

Program Component: Delaware Student Testing Program - Mathematics NRT
Subject: Mathematics (NRT)
Contact(s): Carole D. White, M.B.A.
Phone: 302-739-2771
Email: cwhite@state.de.us

Program Component: Delaware Student Testing Program - Standards-Based Writing
Subject: Writing (SB)
Contact(s): Carole D. White, M.B.A.
Phone: 302-739-2771
Email: cwhite@state.de.us

DoDEA

Program Component: CTB TerraNova Multiple Assessment
Subject: Reading, Language Arts, Math, Science, Social Studies
Contact(s): Dr. Janet F. Rope
Phone: 703-696-4471 x1959
Email: jrope@hq.odedodea.edu

FL

Program Component: No Response to 1999-2000 Survey
Subject: -
Contact(s): -
Phone: -
Email: -

GA

Program Component: Writing Test
Subject: Writing
Contact(s): Mike Harmon
Phone: 404-657-6174
Email: mharmon@doe.k12.ga.us

Program Component: Iowa Tests of Basic Skills
Subject: Science
Contact(s): Jean Cohen
Phone: 404-657-0251
Email: jcohen@doe.k12.ga.us

Program Component: Iowa Tests of Basic Skills
Subject: Reading
Contact(s): Jean Cohen
Phone: 404-657-0251
Email: jcohen@doe.k12.ga.us

Program Component: Iowa Tests of Basic Skills
Subject: Math
Contact(s): Jean Cohen
Phone: 404-657-0251
Email: jcohen@doe.k12.ga.us

Question 3.0 Program components and contact persons.

State

GA

Program Component: Iowa Tests of Basic Skills
Subject: Language
Contact(s): Jean Cohen
Phone: 404-657-0251
Email: jcohen@doe.k12.ga.us

Program Component: Georgia Kindergarten Assessment Program-Revised (GKAP-R)
Subject: Literacy, Mathematics, and Social/Emotional Development
Contact(s): Pam Smith
Phone: 404-656-2668
Email: psmith@doe.k12.ga.us

Program Component: Georgia High School Graduation Tests (GHSGT)
Subject: Social Studies (11th and 12th grade)
Contact(s): Mike Harmon
Phone: 404-657-2668
Email: mharmon@doe.k12.ga.us

Program Component: Georgia High School Graduation Tests (GHSGT)
Subject: Science (11th and 12th grade)
Contact(s): Mike Harmon
Phone: 404-657-2668
Email: mharmon@doe.k12.ga.us

Program Component: Georgia High School Graduation Tests (GHSGT)
Subject: Mathematics (11th and 12th grade)
Contact(s): Mike Harmon
Phone: 404-657-2668
Email: mharmon@doe.k12.ga.us

Program Component: Georgia High School Graduation Tests (GHSGT)
Subject: English/Language Arts (11th and 12th grade)
Contact(s): Mike Harmon
Phone: 404-657-2668
Email: mharmon@doe.k12.ga.us

Program Component: Criterion Referenced Competency Tests (CRCT)
Subject: Reading
Contact(s): Beverly Nash
Phone: 404-656-2668
Email: bnash@doe.k12.ga.us

Program Component: Criterion Referenced Competency Tests (CRCT)
Subject: English/Language Arts
Contact(s): Beverly Nash
Phone: 404-656-2668
Email: bnash@doe.k12.ga.us

Program Component: Criterion Referenced Competency Tests (CRCT)
Subject: Mathematics
Contact(s): Beverly Nash
Phone: 404-656-2668
Email: bnash@doe.k12.ga.us

Question 3.0 Program components and contact persons.

State		
GU	**Program Component:**	SAT9 Norm Referenced Test
	Subject:	Reading
	Contact(s):	Nerissa Bretania-Shafer
	Phone:	671-475-0512
	Email:	nshafer@guam.doe.edu.gu
	Program Component:	SAT9 Norm Referenced Test
	Subject:	Language
	Contact(s):	Nerissa Bretania-Shafer
	Phone:	671-475-0512
	Email:	nshafer@guam.doe.edu.gu
	Program Component:	SAT9 Norm Referenced Test
	Subject:	Mathematics
	Contact(s):	Nerissa Bretania-Shafer
	Phone:	671-475-0512
	Email:	nshafer@guam.doe.edu.gu
	Program Component:	SAT9 Norm Referenced Test
	Subject:	Science
	Contact(s):	Nerissa Bretania-Shafer
	Phone:	671-475-0512
	Email:	nshafer@guam.doe.edu.gu
	Program Component:	SAT9 Norm Referenced Test
	Subject:	Social Science
	Contact(s):	Nerissa Bretania-Shafer
	Phone:	671-475-0512
	Email:	nshafer@guam.doe.edu.gu
HI	**Program Component:**	Stanford Achievement Test 9th Ed. Abbreviated
	Subject:	Math Problem Solving Subtest
	Contact(s):	Selvin Chin-Chance, Ph.D.
	Phone:	(808) 733-9003
	Email:	selvin_chin-chance@notes.k12.hi.us
	Program Component:	Stanford Achievement Test 9th Ed. Abbreviated
	Subject:	Reading Comprehension Subtest
	Contact(s):	Selvin Chin-Chance, Ph.D.
	Phone:	(808) 733-9003
	Email:	selvin_chin-chance@notes.k12.hi.us
IA	**Program Component:**	Standardized Testing ITBS and ITED
	Subject:	Mathematics/Reading
	Contact(s):	Tom Deeter
	Phone:	(515)/242-5616
	Email:	tom.deeter@ed.state.ia.us
ID	**Program Component:**	Direct Writing Assessment
	Subject:	Direct Writing Assessment
	Contact(s):	Sally Tiel
	Phone:	208/ 332-6943
	Email:	srtiel@sde.state.id.us

Question 3.0 Program components and contact persons.

State

ID

Program Component: Norm-Referenced Test
Subject: Mathematics
Contact(s): Sally Tiel
Phone: 208/ 332-6943
Email: srtiel@sde.state.id.us

Program Component: Norm-Referenced Test
Subject: Reading
Contact(s): Sally Tiel
Phone: 208/ 432-6943
Email: srtiel@sde.state.id.us

Program Component: Norm-Referenced Test
Subject: Science
Contact(s): Sally Tiel
Phone: 208/ 332-6943
Email: srtiel@sde.state.id.us

Program Component: Norm-Referenced Test
Subject: Social Studies
Contact(s): Sally Tiel
Phone: 208/ 332-6943
Email: srtiel@sde.state.id.us

Program Component: Direct Math Assessment
Subject: Math
Contact(s): Sally Tiel
Phone: 208/ 332-6943
Email: srtiel@sde.state.id.us

Program Component: Norm-Referenced Test
Subject: Language Arts
Contact(s): Sally Tiel
Phone: 208/ 332-6943
Email: srtiel@sde.state.id.us

IL

Program Component: Illinois Standards Achievement Test
Subject: Mathematics
Contact(s): Dr. Mervin Brennan
Phone: 217-782-4823
Email: mbrennan@isbe.net

Program Component: Illinois Standards Achievement Test
Subject: Writing
Contact(s): Dr. Mervin Brennan
Phone: 217-782-4823
Email: mbrennan@isbe.net

Program Component: Illinois Standards Achievement Test
Subject: Social Science
Contact(s): Dr. Mervin Brennan
Phone: 217-782-4823
Email: mbrennan@isbe.net

Question 3.0 Program components and contact persons.

State

IL

Program Component: Illinois Standards Achievement Test
Subject: Reading
Contact(s): Dr. Mervin Brennan
Phone: 217-782-4823
Email: mbrennan@isbe.net

Program Component: Illinois Standards Achievement Test
Subject: Science
Contact(s): Dr. Mervin Brennan
Phone: 217-782-4823
Email: mbrennan@isbe.net

IN

Program Component: Statewide Assessment
Subject: English/Language Arts
Contact(s): John Moreland
Phone: 317/232-9050
Email: jmorelan@doe.state.in.us

Program Component: Statewide Assessment
Subject: Mathematics
Contact(s): John Moreland
Phone: 317/232-9050
Email: jmorelan@doe.state.in.us

KS

Program Component: Kansas Assessment Program--Reading
Subject: Reading
Contact(s): Jeannette Nobo (acting)
Phone: 785/296-4948
Email: jnobo@ksde.org

Program Component: Kansas Assessment Program--Mathematics
Subject: Mathematics
Contact(s): Kim Gattis
Phone: 785/296-3851
Email: kgattis@ksde.org

Program Component: Kansas Assessment Program--Writing
Subject: Writing
Contact(s): Stacey Lierz-Ziegler
Phone: 785/296-4930
Email: sziegler@ksde.org

Program Component: Kansas Assessment Program--Social Studies
Subject: Social Studies is not assessed in 1999-2000
Contact(s): Kim Rasmussen
Phone: 785/296-4933
Email: kramussen@ksde.org

Program Component: Kansas Assessment Program--Science
Subject: Science is not assessed in 1999-2000
Contact(s): Greg Schell
Phone: 785/296-8108
Email: gschell@ksde.org

Question 3.0 Program components and contact persons.

State

KY

Program Component: National Norm Reference Test (CTBS/5)
Subject: NRT: Reading, Math, Language Arts
Contact(s): C. Scott Trimble
Phone: 502-564-2256
Email: strimble@kde.state.ky.us

Program Component: KCCT On-Demand
Subject: Mathematics
Contact(s): C. Scott Trimble
Phone: 502-564-2256
Email: strimble@kde.state.ky.us

Program Component: KCCT On-Demand
Subject: Reading
Contact(s): C. Scott Trimble
Phone: 502-564-2256
Email: strimble@kde.state.ky.us

Program Component: KCCT On-Demand
Subject: Social Studies
Contact(s): C. Scott Trimble
Phone: 502-564-2256
Email: strimble@kde.state.ky.us

Program Component: KCCT On-Demand
Subject: Science
Contact(s): C. Scott Trimble
Phone: 502-564-2256
Email: strimble@kde.state.ky.us

Program Component: KCCT On-Demand
Subject: On-Demand Writing
Contact(s): C. Scott Trimble
Phone: 502-564-2256
Email: strimble@kde.state.ky.us

Program Component: KCCT On-Demand
Subject: Arts and Humanities
Contact(s): C. Scott Trimble
Phone: 502-564-2256
Email: strimble@kde.state.ky.us

Program Component: Writing Portfolio Assessment
Subject: Writing Portfolio
Contact(s): Starr Lewis
Phone: 502-564-2106
Email: slewis@kde.state.ky.us

Program Component: Alternate Portfolio
Subject: Alternate Portfolio
Contact(s): C. Scott Trimble
Phone: 502-564-2256
Email: strimble@kde.state.ky.us

Question 3.0 Program components and contact persons.

State

KY

Program Component: KCCT On-Demand
Subject: Practical Living / Vocational Studies
Contact(s): C. Scott Trimble
Phone: 502-564-2256
Email: strimble@kde.state.ky.us

LA

Program Component: Graduation Exit Examination (GEE)
Subject: Science
Contact(s): Jimmie Steptoe
Phone: 225-342-3395
Email: jsteptoe@mail.doe.state.la.us

Program Component: The Iowa Tests, Complete Battery
Subject: The Iowa Tests Complete Battery Composite
Contact(s): Bernadette Morris
Phone: (225) 342-3412
Email: bmorris@mail.doe.state.la.us

Program Component: LEAP 21 Grades 4, 8
Subject: Social Studies
Contact(s): Claudia Davis
Phone: 225-342-5576
Email: cdavis@mail.doe.state.la.us

Program Component: LEAP 21 Grades 4, 8
Subject: Science
Contact(s): Claudia Davis
Phone: 225-342-5576
Email: cdavis@mail.doe.state.la.us

Program Component: LEAP 21 Grades 4, 8
Subject: Mathematics
Contact(s): Claudia Davis
Phone: 225-342-5576
Email: cdavis@mail.doe.state.la.us

Program Component: LEAP 21 Grades 4, 8
Subject: English Language Arts
Contact(s): Claudia Davis
Phone: 225-342-5576
Email: cdavis@mail.doe.state.la.us

Program Component: Graduation Exit Examination (GEE)
Subject: Social Studies
Contact(s): Jimmie Steptoe
Phone: 225-342-3395
Email: jsteptoe@mail.doe.state.la.us

Program Component: Graduation Exit Examination (GEE)
Subject: Mathematics
Contact(s): Jimmie Steptoe
Phone: 225-342-3395
Email: jsteptoe@mail.doe.state.la.us

Question 3.0 Program components and contact persons.

State

LA

Program Component: Graduation Exit Examination (GEE)
Subject: English Language Arts
Contact(s): Jimmie Steptoe
Phone: 225-342-3395
Email: jsteptoe@mail.doe.state.la.us

Program Component: Graduation Exit Examination (GEE)
Subject: Written Composition
Contact(s): Jimmie Steptoe
Phone: 225-342-3395
Email: jsteptoe@mail.doe.state.la.us

MA

Program Component: Massachusetts Comprehensive Assessment System (MCAS)
Subject: Mathematics
Contact(s): Jeff Nellhaus and Katherine Viator
Phone: 781-338-3625
Email: jnellhaus@doe.mass.edu and kviator@doe.mass.edu

Program Component: Massachusetts Comprehensive Assessment System (MCAS)
Subject: History and Social Science
Contact(s): Jeff Nellhaus and Katherine Viator
Phone: 781-338-3625
Email: jnellhaus@doe.mass.edu and kviator@doe.mass.edu

Program Component: Massachusetts Comprehensive Assessment System (MCAS)
Subject: English Language Arts
Contact(s): Jeff Nellhaus and Katherine Viator
Phone: 781-338-3625
Email: jnellhaus@doe.mass.edu and kviator@doe.mass.edu

Program Component: Massachusetts Comprehensive Assessment System (MCAS)
Subject: Science & Technology
Contact(s): Jeff Nellhaus and Katherine Viator
Phone: 781-338-3625
Email: jnellhaus@doe.mass.edu and kviator@doe.mass.edu

MD

Program Component: Maryland School Performance Assessment Program
Subject: Reading
Contact(s): Martin Kehe
Phone: 410/767-0080
Email: mkehe@msde.state.md.us

Program Component: Maryland School Performance Assessment Program
Subject: Writing
Contact(s): Martin Kehe
Phone: 410/767-0080
Email: mkehe@msde.state.md.us

Program Component: Maryland School Performance Assessment Program
Subject: Science
Contact(s): Martin Kehe
Phone: 410/767-0080
Email: mkehe@msde.state.md.us

Question 3.0 Program components and contact persons.

State		
MD	**Program Component:**	Maryland School Performance Assessment Program
	Subject:	Mathematics
	Contact(s):	Martin Kehe
	Phone:	410/767-0080
	Email:	mkehe@msde.state.md.us
	Program Component:	Maryland School Performance Assessment Program
	Subject:	Language Usage
	Contact(s):	Martin Kehe
	Phone:	410/767-0080
	Email:	mkehe@msde.state.md.us
	Program Component:	Maryland Functional Tests (Reading)
	Subject:	Reading (95,400 Total Students Tested)
	Contact(s):	Lavinia Ringgold
	Phone:	410/767-0087
	Email:	lringgold@msde.state.md.us
	Program Component:	Maryland Functional Tests (Mathematics)
	Subject:	Mathematics (144,000 Total Students Tested)
	Contact(s):	Lavinia Ringgold
	Phone:	410/ 767-0087
	Email:	lringgold@msde.state.md.us
	Program Component:	Maryland Functional Tests (Maryland Writing Test)
	Subject:	Writing (98,400 Total Students Tested)
	Contact(s):	Tamara Lewis
	Phone:	410/767-0074
	Email:	tlewis@msde.state.md.us
	Program Component:	High School Assessments
	Subject:	High School Assessments
	Contact(s):	Janet Bagsby
	Phone:	410/ 767-0048
	Email:	jbagsby@msde.state.md.us
	Program Component:	Maryland School Performance Assessment Program
	Subject:	Social Studies
	Contact(s):	Martin Kehe
	Phone:	410/767-0080
	Email:	mkehe@msde.state.md.us
ME	**Program Component:**	Maine Educational Assessment
	Subject:	Arts/Humanities, Health, Mathematics, Reading, Science, Social Studies, Writing
	Contact(s):	Dr. Horace P. Maxcy
	Phone:	207/287-5996
	Email:	brud.maxcy@state.me.us
MI	**Program Component:**	MEAP High School Test
	Subject:	Mathematics
	Contact(s):	Phil Babcock
	Phone:	517/ 373-8393
	Email:	babcockp@state.mi.us

Question 3.0 Program components and contact persons.

State

MI

Program Component: MEAP High School Test
Subject: Social Studies
Contact(s): Bruce Brousseau
Phone: 517/ 373-8393
Email: bbrousseau@ed.mde.state.mi.us

Program Component: MEAP High School Test
Subject: Writing
Contact(s): Jane Faulds
Phone: 517/373-8393
Email: fauldsj@state.mi.us

Program Component: MEAP High School Test
Subject: Science
Contact(s): Rodger Epp
Phone: 517/373-8393
Email: eppr@state.mi.us

Program Component: MEAP High School Test
Subject: Reading
Contact(s): Jane Faulds
Phone: 517/373-8393
Email: fauldsj@state.mi.us

Program Component: Grade 5 and 8 Science, Social Studies and Writing
Subject: Social Studies
Contact(s): Bruce Brousseau
Phone: 517/ 373-8393
Email: bbrousseau@ed.mde.state.mi.us

Program Component: Grade 5 and 8 Science, Social Studies and Writing
Subject: Science
Contact(s): Rodger Epp
Phone: 517/ 373-8393
Email: eppr@state.mi.us

Program Component: Grade 4 and 7 Reading and Mathematics
Subject: Mathematics
Contact(s): Phil Babcock
Phone: (517) 373-8393
Email: babcockp@state.mi.us

Program Component: Grade 4 and 7 Reading and Mathematics
Subject: Reading
Contact(s): Jane Faulds
Phone: (517) 373-8393
Email: fauldsj@state.mi.us

Program Component: Grade 5 and 8 Science, Social Studies and Writing
Subject: Writing
Contact(s): Jane Faulds
Phone: 517/ 373-8393
Email: fauldsj@state.mi.us

Question 3.0 Program components and contact persons.

State

MN

Program Component: Basic Standards Mathematics
Subject: Math grade 8
Contact(s): Nancy Hof
Phone: 651-582-8221
Email: Nancy.hof@state.mn.us

Program Component: Basic Standards Reading
Subject: Reading grade 8
Contact(s): Nancy Hof
Phone: 651-582-8221
Email: Nancy.hof@state.mn.us

Program Component: Basic Standards Writing
Subject: Writing grade 10
Contact(s): Nancy Hof
Phone: 651-582-8221
Email: Nancy.hof@state.mn.us

Program Component: Minnesota Comprehensive Assessments
Subject: Math grades 3-5
Contact(s): Nancy Hof
Phone: 651-582-8221
Email: Nancy.hof@state.mn.us

Program Component: Minnesota Comprehensive Assessments
Subject: Reading grades 3-5
Contact(s): Nancy Hof
Phone: 651-582-8221
Email: Nancy.hof@state.mn.us

Program Component: Minnesota Comprehensive Assessments
Subject: Writing grade 5
Contact(s): Nancy Hof
Phone: 651-582-8221
Email: Nancy.hof@state.mn.us

MO

Program Component: MAP
Subject: Mathematics
Contact(s): Jim Friedebach; Director, Assessment Section
Phone: 800-845-3545
Email: jfriedeb@mail.dese.state.mo.us

Program Component: MAP
Subject: Science
Contact(s): Jim Friedebach; Director, Assessment Section
Phone: 800-845-3545
Email: jfriedeb@mail.dese.state.mo.us

Program Component: MAP
Subject: Communication Arts
Contact(s): Jim Friedebach; Director, Assessment Section
Phone: 800-845-3545
Email: jfriedeb@mail.dese.state.mo.us

Question 3.0 Program components and contact persons.

State

MO

Program Component: MAP
Subject: Social Studies
Contact(s): Jim Friedebach
Phone: 1-800-845-3545
Email: jfriedeb@mail.dese.state.mo.us

MP

Program Component: Stanford Achievement Test, Ninth Edition
Subject: Language
Contact(s): Rita A. Sablan
Phone: (670) 664-3724
Email: sablanr@pss.cnmi.mp

Program Component: Stanford Achievement Test, Ninth Edition
Subject: Mathematics
Contact(s): Rita A. Sablan
Phone: (670) 664-3724
Email: sablanr@pss.cnmi.mp

Program Component: Stanford Achievement Test, Ninth Edition
Subject: Reading
Contact(s): Rita A. Sablan
Phone: (670) 664-3724
Email: sablanr@pss.cnmi.mp

Program Component: Stanford Achievement Test, Ninth Edition
Subject: Science
Contact(s): Rita A. Sablan
Phone: (670) 664-3724
Email: sablanr@pss.cnmi.mp

Program Component: Stanford Achievement Test, Ninth Edition
Subject: Social Science
Contact(s): Rita A. Sablan
Phone: (670) 664-3724
Email: sablanr@pss.cnmi.mp

MS

Program Component: Career Planning and Assessment System
Subject: ACT WorKeys
Contact(s): James G. Simmons
Phone: 601-359-3052
Email: jsimmons@mde.k12.ms.us

Program Component: Career Planning and Assessment System
Subject: Occupational Specific Assessments
Contact(s): James G. Simmons
Phone: 601-359-3052
Email: jsimmons@mde.k12.ms.us

Program Component: Functional Literacy Examination (high school exit exam)
Subject: Basic Skills - High School Exit Exam (total, Gr 11-12)
Contact(s): James G. Simmons
Phone: 601-359-3052
Email: jsimmons@mde.k12.ms.us

Question 3.0 Program components and contact persons.

State

MS
Program Component: Norm-Referenced Testing
Subject: Terra Nova Survey Battery (Rd/La, Ma)
Contact(s): Valerie Troiani
Phone: 601-359-3052
Email: vtroiani@mde.k12.ms.us

MT
Program Component: Student Assessment Requirement
Subject: Reading
Contact(s): Tom Rogers
Phone: 406-444-2577
Email: trogers@state.mt.us

Program Component: Student Assessment Requirement
Subject: Math
Contact(s): Tom Rogers
Phone: 406-444-2577
Email: trogers@state.mt.us

Program Component: Student Assessment Requirement
Subject: Science
Contact(s): Tom Rogers
Phone: 406-444-2577
Email: trogers@state.mt.us

Program Component: Student Assessment Requirement
Subject: Social Studies
Contact(s): Tom Rogers
Phone: 406-444-2577
Email: trogers@state.mt.us

Program Component: Student Assessment Requirement
Subject: Language Arts
Contact(s): Tom Rogers
Phone: 406-444-2577
Email: trogers@state.mt.us

NC
Program Component: NC Annual Testing Program
Subject: High School Comprehensive Test
Contact(s): Mildred Bazemore
Phone: 919-807-3774
Email: mbazemor@dpi.state.nc.us

Program Component: NC Annual Testing Program
Subject: Mathematics
Contact(s): Mildred Bazemore
Phone: 919-807-3774
Email: mbazemor@dpi.state.nc.us

Program Component: NC Annual Testing Program
Subject: Reading
Contact(s): Mildred Bazemore
Phone: 919-807-3774
Email: mbazemor@dpi.state.nc.us

Question 3.0 Program components and contact persons.

State		
NC	**Program Component:**	NC Annual Testing Program
	Subject:	Science (Physical Science 9, Biology 10, Chemistry 11, Physics 12)
	Contact(s):	Mildred Bazemore
	Phone:	919-807-3774
	Email:	mbazemor@dpi.state.nc.us
	Program Component:	NC Annual Testing Program
	Subject:	Social Studies (ELPS 9, US History 11)
	Contact(s):	Mildred Bazemore
	Phone:	919-807-3774
	Email:	mbazemor@dpi.state.nc.us
	Program Component:	NC Annual Testing Program
	Subject:	Writing
	Contact(s):	Mildred Bazemore
	Phone:	919-807-3774
	Email:	mbazemor@dpi.state.nc.us
	Program Component:	NC Tests of Computer Skills
	Subject:	Computer Skills
	Contact(s):	Mildred Bazemore
	Phone:	919-807-3774
	Email:	mbazemor@dpi.state.nc.us
	Program Component:	Norm-Referenced Testing
	Subject:	Reading, Language, Mathematics
	Contact(s):	Mildred Bazemore
	Phone:	919-807-3774
	Email:	mbazemor@dpi.state.nc.us
ND	**Program Component:**	TerraNova and Test of Cognitive Skills, second edition
	Subject:	TerraNova
	Contact(s):	Gaylynn L. Becker
	Phone:	(701) 328-2755
	Email:	gbecker@mail.dpi.state.nd.us
NE	**Program Component:**	No State Assessments 1999-2000
	Subject:	Reading and Writing -Will collect the first data in June of 2001
	Contact(s):	Pat Roschewski
	Phone:	402-471-2495
	Email:	proschew@nde.state.ne.us
	Program Component:	No State Assessments 1999-2000
	Subject:	Science – Will collect the first data in June of 2003
	Contact(s):	Pat Roschewski
	Phone:	402-471-2495
	Email:	proschew@nde.state.ne.us
	Program Component:	No State Assessments 1999-2000
	Subject:	Math – Will collect the first data in June of 2002
	Contact(s):	Pat Roschewski
	Phone:	402-471-2495
	Email:	proschew@nde.state.ne.us

Question 3.0 Program components and contact persons.

State		
NE	**Program Component:**	No State Assessments 1999-2000
	Subject:	Social Studies – Will collect the first data in June of 2004
	Contact(s):	Pat Roschewski
	Phone:	402-471-2495
	Email:	proschew@nde.state.ne.us
NH	**Program Component:**	NH Educational Improvement and Assessment Program
	Subject:	English Language Arts
	Contact(s):	William B. Ewert
	Phone:	603-271-2298
	Email:	wewert@ed.state.nh.us
	Program Component:	NH Educational Improvement and Assessment Program
	Subject:	Mathematics
	Contact(s):	William B. Ewert
	Phone:	603-271-2298
	Email:	wewert@ed.state.nh.us
	Program Component:	NH Educational Improvement and Assessment Program
	Subject:	Science
	Contact(s):	William B. Ewert
	Phone:	603-271-2298
	Email:	wewert@ed.state.nh.us
	Program Component:	NH Educational Improvement and Assessment Program
	Subject:	Social Studies
	Contact(s):	William B. Ewert
	Phone:	603-271-2298
	Email:	wewert@ed.state.nh.us
NJ	**Program Component:**	Grade 11 High School Proficiency Test
	Subject:	Reading, math, writing
	Contact(s):	Veronica Orsi
	Phone:	609/ 292-8739
	Email:	veronica.orsi@doe.state.nj.us
	Program Component:	Grade Eight Proficiency Assessment
	Subject:	Reading, math, writing,
	Contact(s):	Stacy Shack
	Phone:	609/ 777-3672
	Email:	stacy.shack@doe.state.nj.us
	Program Component:	Grade Four Proficiency Assessment
	Subject:	Reading, Math, Writing, Science
	Contact(s):	Elizabeth Celentano
	Phone:	609/ 984-0107
	Email:	elizabeth.celentano@doe.state.nj.us
NM	**Program Component:**	NM High School Competency Exam
	Subject:	Language Arts
	Contact(s):	Cynthia Parsons
	Phone:	505/ 827-6524
	Email:	cparsons@sde.state.nm.us

Question 3.0 Program components and contact persons.

State

NM

Program Component: NM High School Competency Exam
Subject: Science
Contact(s): Cynthia Parsons
Phone: 505/ 827-6524
Email: cparsons@sde.state.nm.us

Program Component: Reading Assessment for Grades 1 and 2
Subject: Reading Proficiency
Contact(s): Cynthia Parsons
Phone: 505/ 827-6524
Email: cparsons@sde.state.nm.us

Program Component: NM Writing Assessment Program
Subject: Writing Assessment
Contact(s): Cynthia Parsons
Phone: 505/ 827-6524
Email: cparsons@sde.state.nm.us

Program Component: NM High School Competency Exam
Subject: Written Composition
Contact(s): Cynthia Parsons
Phone: 505/ 827-6524
Email: cparsons@sde.state.nm.us

Program Component: NM High School Competency Exam
Subject: Social Studies
Contact(s): Cynthia Parsons
Phone: 505/ 827-6524
Email: cparsons@sde.state.nm.us

Program Component: NM Achievement Assessment
Subject: Language Arts
Contact(s): Cynthia Parsons
Phone: 505/ 827-6524
Email: cparsons@sde.state.nm.us

Program Component: NM High School Competency Exam
Subject: Reading
Contact(s): Cynthia Parsons
Phone: 505/ 827-6524
Email: cparsons@sde.state.nm.us

Program Component: NM High School Competency Exam
Subject: Mathematics
Contact(s): Cynthia Parsons
Phone: 505/ 827-6524
Email: cparsons@sde.state.nm.us

Program Component: NM Achievement Assessment
Subject: Social Studies
Contact(s): Cynthia Parsons
Phone: 505/ 827-6524
Email: cparsons@sde.state.nm.us

Question 3.0 Program components and contact persons.

State

NM

Program Component: NM Achievement Assessment
Subject: Science
Contact(s): Cynthia Parsons
Phone: 505/ 827-6524
Email: cparsons@sde.state.nm.us

Program Component: NM Achievement Assessment
Subject: Reading
Contact(s): Cynthia Parsons
Phone: 505/ 827-6524
Email: cparsons@sde.state.nm.us

Program Component: NM Achievement Assessment
Subject: Mathematics
Contact(s): Cynthia Parsons
Phone: 505/ 827-6524
Email: cparsons@sde.state.nm.us

NV

Program Component: High School Proficiency Examination
Subject: Reading and Mathematics
Contact(s): Thomas W. Klein
Phone: 775-687-9184
Email: twklein@nsn.k12.nv.us

Program Component: Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult
Subject: Writing
Contact(s): Joan Taylor
Phone: 775/687-9131
Email: joantay@nvbell.net

Program Component: Norm-Referenced Testing at Grades 4, 8, and 10
Subject: Reading, Language, Math, Science
Contact(s): Carol Crothers
Phone: 775-687-9135
Email: crothers@nsn.k12.nv.us

NY

Program Component: Second Language Proficiency Exams
Subject: Italian
Contact(s): Martha Musser
Phone: 518-474-7965
Email: mmusser@mail.nysed.gov

Program Component: Regents Examination Program
Subject: Mathematics
Contact(s): Martha Musser
Phone: 518-474-7965
Email: mmusser@mail.nysed.gov

Program Component: Regents Examination Program
Subject: Global Studies
Contact(s): Martha Musser
Phone: 518-474-7965
Email: mmusser@mail.nysed.gov

Question 3.0 Program components and contact persons.

State

NY

Program Component: Regents Examination Program
Subject: Hebrew
Contact(s): Martha Musser
Phone: 518-474-7965
Email: mmusser@mail.nysed.gov

Program Component: Regents Examination Program
Subject: Global History and Geography
Contact(s): Martha Musser
Phone: 518-474-7965
Email: mmusser@mail.nysed.gov

Program Component: Regents Examination Program
Subject: Italian
Contact(s): Martha Musser
Phone: 518-474-7965
Email: mmusser@mail.nysed.gov

Program Component: Regents Examination Program
Subject: German
Contact(s): Martha Musser
Phone: 518-474-7965
Email: mmusser@mail.nysed.gov

Program Component: Regents Examination Program
Subject: Latin
Contact(s): Martha Musser
Phone: 518-474-7965
Email: mmusser@mail.nysed.gov

Program Component: Regents Examination Program
Subject: Math A
Contact(s): Martha Musser
Phone: 518-474-7965
Email: mmusser@mail.nysed.gov

Program Component: Regents Examination Program
Subject: Modified Earth Science
Contact(s): Martha Musser
Phone: 518-474-7965
Email: mmusser@mail.nysed.gov

Program Component: Regents Examination Program
Subject: Physics
Contact(s): Martha Musser
Phone: 518-474-7965
Email: mmusser@mail.nysed.gov

Program Component: Regents Examination Program
Subject: Spanish
Contact(s): Martha Musser
Phone: 518-474-7965
Email: mmusser@mail.nysed.gov

Question 3.0 Program components and contact persons.

State

NY

Program Component: Regents Examination Program
Subject: US History/Government
Contact(s): Martha Musser
Phone: 518-474-7965
Email: mmusser@mail.nysed.gov

Program Component: Second Language Proficiency Exams
Subject: German
Contact(s): Martha Musser
Phone: 518-474-7965
Email: mmusser@mail.nysed.gov

Program Component: Second Language Proficiency Exams
Subject: Latin
Contact(s): Martha Musser
Phone: 518-474-7965
Email: mmusser@mail.nysed.gov

Program Component: Second Language Proficiency Exams
Subject: Spanish
Contact(s): Martha Musser
Phone: 518-474-7965
Email: mmusser@mail.nysed.gov

Program Component: Occupational Education Proficiency Examinations
Subject: Clothing/Textiles
Contact(s): Martha Musser
Phone: 518-474-7965
Email: mmusser@mail.nysed.gov

Program Component: Regents Examination Program
Subject: French
Contact(s): Martha Musser
Phone: 518-474-7965
Email: mmusser@mail.nysed.gov

Program Component: Second Language Proficiency Exams
Subject: French
Contact(s): Martha Musser
Phone: 518-474-7965
Email: mmusser@mail.nysed.gov

Program Component: Occupational Education Proficiency Examinations
Subject: Housing and Environment
Contact(s): Martha Musser
Phone: 518-474-7965
Email: mmusser@mail.nysed.gov

Program Component: New York State Testing Program
Subject: English Language Arts
Contact(s): Martha Musser
Phone: 518-474-7965
Email: mmusser@mail.nysed.gov

Question 3.0 Program components and contact persons.

State

NY

Program Component: New York State Testing Program
Subject: Mathematics
Contact(s): Martha Musser
Phone: 518-474-7965
Email: mmusser@mail.nysed.gov

Program Component: Occupational Education Proficiency Examinations
Subject: Business Analysis/Computer Applications
Contact(s): Martha Musser
Phone: 518-474-7965
Email: mmusser@mail.nysed.gov

Program Component: Occupational Education Proficiency Examinations
Subject: Health Occupations
Contact(s): Martha Musser
Phone: 518-474-7965
Email: mmusser@mail.nysed.gov

Program Component: Occupational Education Proficiency Examinations
Subject: Food and Nutrition
Contact(s): Martha Musser
Phone: 518-474-7965
Email: mmusser@mail.nysed.gov

Program Component: Regents Examination Program
Subject: English
Contact(s): Martha Musser
Phone: 518-474-7965
Email: mmusser@mail.nysed.gov

Program Component: Occupational Education Proficiency Examinations
Subject: Human Development
Contact(s): Martha Musser
Phone: 518-474-7965
Email: mmusser@mail.nysed.gov

Program Component: Occupational Education Proficiency Examinations
Subject: Intro. To Occupations
Contact(s): Martha Musser
Phone: 518-474-7965
Email: mmusser@mail.nysed.gov

Program Component: Program Evaluation Tests (PET)
Subject: Science
Contact(s): Martha Musser
Phone: 518-474-7965
Email: mmusser@mail.nysed.gov

Program Component: Regents Examination Program
Subject: Chemistry
Contact(s): Martha Musser
Phone: 518-474-7965
Email: mmusser@mail.nysed.gov

Question 3.0 Program components and contact persons.

State

NY

Program Component: Regents Examination Program
Subject: Earth Science
Contact(s): Martha Musser
Phone: 518-474-7965
Email: mmusser@mail.nysed.gov

Program Component: Regents Competency Tests
Subject: Mathematics
Contact(s): Martha Musser
Phone: 518-474-7965
Email: mmusser@mail.nysed.gov

Program Component: Regents Examination Program
Subject: Biology
Contact(s): Martha Musser
Phone: 518-474-7965
Email: mmusser@mail.nysed.gov

Program Component: Regents Competency Tests
Subject: Writing
Contact(s): Martha Musser
Phone: 518-474-7965
Email: mmusser@mail.nysed.gov

Program Component: Regents Competency Tests
Subject: US History
Contact(s): Martha Musser
Phone: 518-474-7965
Email: mmusser@mail.nysed.gov

Program Component: Regents Competency Tests
Subject: Social Studies - Global Studies
Contact(s): Martha Musser
Phone: 518-474-7965
Email: mmusser@mail.nysed.gov

Program Component: Regents Competency Tests
Subject: Science
Contact(s): Martha Musser
Phone: 518-474-7965
Email: mmusser@mail.nysed.gov

Program Component: Regents Competency Tests
Subject: Reading
Contact(s): Martha Musser
Phone: 518-474-7965
Email: mmusser@mail.nysed.gov

OH

Program Component: 12th-Grade Proficiency Testing
Subject: Science
Contact(s): Jan Crandell
Phone: 614/ 466-0223
Email: Jan.Crandell@ode.state.oh.us

Question 3.0 Program components and contact persons.

State

OH

Program Component: 9th-Grade Proficiency Testing
Subject: Citizenship
Contact(s): Jan Crandell
Phone: 614/ 466-0223
Email: Jan.Crandell@ode.state.oh.us

Program Component: 12th-Grade Proficiency Testing
Subject: Reading
Contact(s): Jan Crandell
Phone: 614/ 466-0223
Email: Jan.Crandell@ode.state.oh.us

Program Component: 12th-Grade Proficiency Testing
Subject: Mathematics
Contact(s): Jan Crandell
Phone: 614/ 466-0223
Email: Jan.Crandell@ode.state.oh.us

Program Component: 12th-Grade Proficiency Testing
Subject: Citizenship
Contact(s): Jan Crandell
Phone: 614/ 466-0223
Email: Jan.Crandell@ode.state.oh.us

Program Component: 9th-Grade Proficiency Testing
Subject: Writing
Contact(s): Jan Crandell
Phone: 614/ 466-0223
Email: Jan.Crandell@ode.state.oh.us

Program Component: 9th-Grade Proficiency Testing
Subject: Science
Contact(s): Jan Crandell
Phone: 614/ 466-0223
Email: Jan.Crandell@ode.state.oh.us

Program Component: 9th-Grade Proficiency Testing
Subject: Reading
Contact(s): Jan Crandell
Phone: 614/ 466-0223
Email: Jan.Crandell@ode.state.oh.us

Program Component: 9th-Grade Proficiency Testing
Subject: Mathematics
Contact(s): Jan Crandell
Phone: 614/ 466-0223
Email: Jan.Crandell@ode.state.oh.us

Program Component: 12th-Grade Proficiency Testing
Subject: Writing
Contact(s): Jan Crandell
Phone: 614/ 466-0223
Email: Jan.Crandell@ode.state.oh.us

Question 3.0 Program components and contact persons.

State

OH

Program Component: 6th-Grade Proficiency Testing
Subject: Science
Contact(s): Jan Crandell
Phone: 614/ 466-0223
Email: Jan.Crandell@ode.state.oh.us

Program Component: 6th-Grade Proficiency Testing
Subject: Reading
Contact(s): Jan Crandell
Phone: 614/ 466-0223
Email: Jan.Crandell@ode.state.oh.us

Program Component: 6th-Grade Proficiency Testing
Subject: Mathematics
Contact(s): Jan Crandell
Phone: 614/ 466-0223
Email: Jan.Crandell@ode.state.oh.us

Program Component: 6th-Grade Proficiency Testing
Subject: Citizenship
Contact(s): Jan Crandell
Phone: 614/ 466-0223
Email: Jan.Crandell@ode.state.oh.us

Program Component: 4th-Grade Proficiency Testing
Subject: Writing
Contact(s): Jan Crandell
Phone: 614/ 466-0223
Email: Jan.Crandell@ode.state.oh.us

Program Component: 4th-Grade Proficiency Testing
Subject: Science
Contact(s): Jan Crandell
Phone: 614/ 466-0223
Email: Jan.Crandell@ode.state.oh.us

Program Component: 4th-Grade Proficiency Testing
Subject: Reading
Contact(s): Jan Crandell
Phone: 614/ 466-0223
Email: Jan.Crandell@ode.state.oh.us

Program Component: 4th-Grade Proficiency Testing
Subject: Mathematics
Contact(s): Jan Crandell
Phone: 614/ 466-0223
Email: Jan.Crandell@ode.state.oh.us

Program Component: 4th-Grade Proficiency Testing
Subject: Citizenship
Contact(s): Jan Crandell
Phone: 614/ 466-0223
Email: Jan.Crandell@ode.state.oh.us

Question 3.0 Program components and contact persons.

State		
OH	**Program Component:**	6th-Grade Proficiency Testing
	Subject:	Writing
	Contact(s):	Jan Crandell
	Phone:	614/ 466-0223
	Email:	Jan.Crandell@ode.state.oh.us
OK	**Program Component:**	Oklahoma Core Curriculum Tests - Writing
	Subject:	Writing Performance Test
	Contact(s):	Kay Ruelle
	Phone:	(405) 521-3341
	Email:	kay_ruelle@mail.sde.state.ok.us
	Program Component:	Oklahoma Core Curriculum Tests - Multiple Choice
	Subject:	Mathematics, Reading, Science, U.S. History/Const./Govt., Geography, and Arts
	Contact(s):	Kay Ruelle
	Phone:	(405) 521-3341
	Email:	kay_ruelle@mail.sde.state.ok.us
OR	**Program Component:**	Reading, Writing, Science, and Mathematics Assessment
	Subject:	Mathematics
	Contact(s):	Steve Slater
	Phone:	503-378-5585 ext. 265
	Email:	steve.slater@state.or.us
	Program Component:	Reading, Writing, Science, and Mathematics Assessment
	Subject:	Reading
	Contact(s):	Steve Slater
	Phone:	503-378-5585 ext. 265
	Email:	steve.slater@state.or.us
PA	**Program Component:**	Math Assessment
	Subject:	Mathematics
	Contact(s):	Lee Plempel, James Masters
	Phone:	717-787-4234
	Email:	jmasters@state.pa.us
	Program Component:	Reading Assessment
	Subject:	Reading
	Contact(s):	Lee Plempel, Mary Emminger
	Phone:	717-787-4234
	Email:	memminger@state.pa.us
	Program Component:	Writing Assessment
	Subject:	Writing
	Contact(s):	Lee Plempel, Andrea Martine
	Phone:	717-787-4234
	Email:	amartine@state.pa.us
PR	**Program Component:**	Pruebas Puertorriqueñas de Competencias Escolares
	Subject:	English
	Contact(s):	Ana Helvia Quintero, Ph.D.
	Phone:	787-754-6164
	Email:	aquinter_2000@yahoo.com

Question 3.0 Program components and contact persons.

State		
PR	**Program Component:**	Pruebas Puertorriqueñas de Competencias Escolares
	Subject:	Mathematics
	Contact(s):	Ana Helvia Quintero, Ph.D.
	Phone:	787-754-6164
	Email:	aquinter_2000@yahoo.com
	Program Component:	Pruebas Puertorriqueñas de Competencias Escolares
	Subject:	Science
	Contact(s):	Ana Helvia Quintero, Ph.D.
	Phone:	787-754-6164
	Email:	aquinter_2000@yahoo.com
	Program Component:	Pruebas Puertorriqueñas de Competencias Escolares
	Subject:	Social Studies
	Contact(s):	Ana Helvia Quintero, Ph.D.
	Phone:	787-754-6164
	Email:	aquinter_2000@yahoo.com
	Program Component:	Pruebas Puertorriqueñas de Competencias Escolares
	Subject:	Spanish
	Contact(s):	Ana Helvia Quintero, Ph.D.
	Phone:	787-754-6164
	Email:	aquinter_2000@yahoo.com
RI	**Program Component:**	Writing Performance Assessment
	Subject:	Writing Performance Assessment
	Contact(s):	Sue A. Velicer
	Phone:	401 222 4600 X.2102
	Email:	ride0030@ride.ri.net
	Program Component:	Health Education Performance Assessment
	Subject:	Health Education
	Contact(s):	Cynthia Y. Corbridge
	Phone:	401 222 4600 X. 2106
	Email:	cynthiac@ride.ri.net
	Program Component:	English Language Arts and Math Performance Assessment (New Standards Reference Exams)
	Subject:	English Language Arts
	Contact(s):	Ellen Hedlund, Ph.D.
	Phone:	401 222 4600 X. 2111
	Email:	ehedlund@ride.ri.net
	Program Component:	English Language Arts and Math Performance Assessment
	Subject:	Mathematics
	Contact(s):	Ellen Hedlund, Ph.D.
	Phone:	401 222 4600 X. 2111
	Email:	ehedlund@ride.ri.net
SC	**Program Component:**	Criterion Referenced Tests: BSAP High School Exit Exam
	Subject:	Exit Writing
	Contact(s):	Elizabeth Jones
	Phone:	803/734-8298
	Email:	ejones@sde.state.sc.us

204

Question 3.0 Program components and contact persons.

State

SC **Program Component:** Criterion Referenced Tests: PACT
Subject: PACT ELA
Contact(s): Elizabeth Jones
Phone: 803/734-8298
Email: ejones@sde.state.sc.us

Program Component: Criterion Referenced Tests: PACT
Subject: PACT Mathematics
Contact(s): Elizabeth Jones
Phone: 803/734-8298
Email: ejones@sde.state.sc.us

Program Component: Criterion Referenced Tests: BSAP High School Exit Exam
Subject: Exit Mathematics
Contact(s): Elizabeth Jones
Phone: 803/734-8298
Email: ejones@sde.state.sc.us

Program Component: Criterion-referenced Tests: Cognitive Skills Assessment Program (CSAB)
Subject: Readiness (Integrated)
Contact(s): Jim Casteel
Phone: 803-734-8298
Email: jcasteel@sde.state.sc.us

Program Component: Norm Referenced Tests - TerraNova
Subject: Short Battery
Contact(s): Joe Saunders
Phone: 803/734-8298
Email: jsaunde@sde.state.sc.us

Program Component: Criterion Referenced Tests: BSAP High School Exit Exam
Subject: Exit Reading
Contact(s): Elizabeth Jones
Phone: 803-734-8298
Email: ejones@sde.state.sc.us

SD **Program Component:** Stanford Achievement Test, Ninth Edition
Subject: Reading, Language, Math, Science, Social Studies
Contact(s): Gary Skoglund
Phone: 605/ 733-5229
Email: gary.skoglund@state.sd.us

Program Component: Stanford Writing Assessment, Third Edition
Subject: Writing
Contact(s): Gary Skoglund
Phone: 605-773-5229
Email: gary.skoglund@state.sd.us

TN **Program Component:** Competency Test
Subject: Math & Language Arts (Competency Test)
Contact(s): Benjamin Brown
Phone: 615/532-4770
Email: brown@mail.state.tn.us

Question 3.0 Program components and contact persons.

State

TN

Program Component: TCAP Writing Assessment
Subject: Writing Assessment
Contact(s): Freddie Summers
Phone: 615/532-1249
Email: fsummers@mail.state.tn.us

Program Component: High School End of Course
Subject: Writing (4, 7, 11)
Contact(s): Benjamin Brown
Phone: 615/532-4770
Email: bbrown@mail.state.tn.us

Program Component: High School End of Course
Subject: Math for Technology
Contact(s): Benjamin Brown
Phone: 615/532-4770
Email: brown@mail.state.tn.us

Program Component: High School End of Course
Subject: Geometry
Contact(s): Benjamin Brown
Phone: 615/532-4770
Email: brown@mail.state.tn.us

Program Component: High School End of Course
Subject: Algebra I
Contact(s): Benjamin Brown
Phone: 615/532-4770
Email: brown@mail.state.tn.us

Program Component: Achievement Test
Subject: Math, Language, Reading, Science, Social Studies
Contact(s): Dr. Benjamin Brown
Phone: 615/532-4722
Email: bbrown@mail.state.tn.us

Program Component: High School End of Course
Subject: Algebra II
Contact(s): Benjamin Brown
Phone: 615/532-4770
Email: brown@mail.state.tn.us

TX

Program Component: Reading Proficiency Tests in English (RPTE)
Subject: RPTE Reading
Contact(s): Keith L. Cruse
Phone: 512-463-9536
Email: kcruse@tea.state.tx.us

Program Component: Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests
Subject: TAAS Math
Contact(s): Keith L. Cruse
Phone: 512-463-9536
Email: kcruse@tea.state.tx.us

Question 3.0 Program components and contact persons.

State

TX

Program Component: Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests
Subject: TAAS Reading
Contact(s): Keith L. Cruse
Phone: 512-463-9536
Email: kcruse@tea.state.tx.us

Program Component: Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests
Subject: TAAS Science
Contact(s): Keith L. Cruse
Phone: 512-463-9536
Email: kcruse@tea.state.tx.us

Program Component: Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests
Subject: TAAS Social Studies
Contact(s): Keith L. Cruse
Phone: 512-463-9536
Email: kcruse@tea.state.tx.us

Program Component: Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests
Subject: TAAS Writing
Contact(s): Keith L. Cruse
Phone: 512-463-9536
Email: kcruse@tea.state.tx.us

UT

Program Component: Norm-Referenced Testing
Subject: Math, Science, Reading
Language Arts, Social Science
Contact(s): Barbara Lawrence
Phone: 801/538-7810
Email: blawrenc@USOE.K12.UT.US

Program Component: Utah Core Assessment CRT Program
Subject: Math
Contact(s): Dr. Barbara Lawrence
Phone: 801/538-7810
Email: blawrenc@usoe.k12.ut.us

Program Component: Utah Core Assessment CRT Program
Subject: Reading/Language Arts
Contact(s): Barbara Lawrence
Phone: 801/538-7810
Email: blawrenc@USOE.K12.UT.US

Program Component: Utah Core Assessment CRT Program
Subject: Science
Contact(s): Dr. Barbara Lawrence
Phone: 801/538-7810
Email: blawrenc@usoe.k12.ut.us

VA

Program Component: Standards of Learning (SOL) Assessment Program
Subject: Science
Contact(s): Cameron Harris
Phone: 804/225-2102
Email: charris@pen.k12.va.us

Question 3.0 Program components and contact persons.

State

VA

Program Component: Literacy Passport Testing Program
Subject: Reading Comprehension
Contact(s): Shelley Loving-Ryder
Phone: 804/225-2102
Email: sryder@pen.k12.va..us

Program Component: Virginia State Assessment NRT Program
Subject: Reading
Contact(s): Scott Taylor
Phone: 804/786-1390
Email: jtaylor@mail.vak12ed.edu

Program Component: Virginia State Assessment NRT Program
Subject: Mathematics
Contact(s): Scott Taylor
Phone: 804/786-1390
Email: jtaylor@mail.vak12ed.edu

Program Component: Virginia State Assessment NRT Program
Subject: Language Arts
Contact(s): Scott Taylor
Phone: 804/786-1390
Email: jtaylor@mail.vak12ed.edu

Program Component: Standards of Learning (SOL) Assessment Program
Subject: Writing
Contact(s): Cameron Harris
Phone: 804/225-2102
Email: charris@pen.k12.va.us

Program Component: Standards of Learning (SOL) Assessment Program
Subject: Mathematics
Contact(s): Cameron Harris
Phone: 804/225-2102
Email: charris@pen.k12.va.us

Program Component: Standards of Learning (SOL) Assessment Program
Subject: End of Course Math
Contact(s): Cameron Harris
Phone: 804/225-2102
Email: charris@pen.k12.va.us

Program Component: Standards of Learning (SOL) Assessment Program
Subject: History
Contact(s): Cameron Harris
Phone: 804/225-2102
Email: charris@pen.k12.va.us

Program Component: Standards of Learning (SOL) Assessment Program
Subject: End of Course World History from 1000/World Geo.
Contact(s): Cameron Harris
Phone: 804/225-2102
Email: charris@pen.k12.va.us

Question 3.0 Program components and contact persons.

State

VA

Program Component: Standards of Learning (SOL) Assessment Program
Subject: End of Course World History to 1000/World Geo.
Contact(s): Cameron Harris
Phone: 804/225-2102
Email: charris@pen.k12.va.us

Program Component: Literacy Passport Testing Program
Subject: Writing
Contact(s): Shelley Loving-Ryder
Phone: 804/225/2102
Email: sryder@pen.k12.va.us

Program Component: Standards of Learning (SOL) Assessment Program
Subject: End of Course World Geography
Contact(s): Cameron Harris
Phone: 804/225-2102
Email: charris@pen.k12.va.us

Program Component: Standards of Learning (SOL) Assessment Program
Subject: End of Course US History
Contact(s): Cameron Harris
Phone: 804/225-2102
Email: charris@pen.k12.va.us

Program Component: Standards of Learning (SOL) Assessment Program
Subject: End of Course Science
Contact(s): Cameron Harris
Phone: 804/225-2102
Email: charris@pen.k12.va.us

Program Component: Standards of Learning (SOL) Assessment Program
Subject: Computer/Technology
Contact(s): Cameron Harris
Phone: 804/225-2102
Email: charris@pen.k12.va.us

Program Component: Standards of Learning (SOL) Assessment Program
Subject: English: Reading/Lit, Research
Contact(s): Cameron Harris
Phone: 804/225-2102
Email: charris@pen.k12.va.us

Program Component: Virginia Literacy Testing Program
Subject: Mathematics
Contact(s): Shelley Loving-Ryder
Phone: 804/225-2102
Email: sryder@pen.k12.va.us

VI

Program Component: Terra Nova Assessments Series
Subject: Language Arts
Contact(s): Dr. Noreen Michael
Phone: (340) 773- 1095 x 296 or 317
Email: noreen_michael@yahoo.com

Question 3.0 Program components and contact persons.

State

VI

Program Component: Terra Nova Assessments Series
Subject: Social Studies
Contact(s): Dr. Noreen Michael
Phone: (340) 773-1095 x 296 or 317
Email: noreen_michael@yahoo.com

Program Component: Terra Nova Assessments Series
Subject: Science
Contact(s): Dr. Noreen Michael
Phone: (340) 773-1095 x 296 or 317
Email: noreen_michael@yahoo.com

Program Component: Terra Nova Assessments Series
Subject: Mathematics
Contact(s): Dr. Noreen Michael
Phone: (340) 773-1095 x 296 or 317
Email: noreen_michael@yahoo.com

Program Component: Terra Nova Assessments Series
Subject: Reading
Contact(s): Dr. Noreen Michael
Phone: (340) 773-1095 x 296 or 317
Email: noreen_michael@yahoo.com

VT

Program Component: Standard's Referenced Exams (NSRE)
Subject: English Language Arts/Mathematics
Contact(s): Elaine P. Grainger
Phone: (802) 828-3115
Email: egrainger@doe.state.vt.us

Program Component: Vermont Developmental Reading Assessment
Subject: Reading Accuracy and Comprehension
Contact(s): Susan Biggam
Phone: (802) 828-5412
Email: sbiggam@doe.state.vt.us

WA

Program Component: Washington Assessment of Student Learning
Subject: Listening
Contact(s): Lesley Thompson
Phone: 360.586.0516
Email: lthompson@ospi.wednet.edu

Program Component: Washington Assessment of Student Learning
Subject: Reading
Contact(s): Lesley Thompson
Phone: 360.586.0516
Email: lthompson@ospi.wednet.edu

Program Component: Washington Assessment of Student Learning
Subject: Writing
Contact(s): Nikki Elliott-Schuman
Phone: 360.586-0517
Email: nelliott@ospi.wednet.edu

Question 3.0 Program components and contact persons.

State

WA

Program Component: Washington Assessment of Student Learning
Subject: Mathematics
Contact(s): Beverly Neitzel
Phone: 360.586.0518
Email: bneitzel@ospi.wednet.edu

Program Component: Norm Referenced Testing
Subject: Reading
Contact(s): Bob Silverman
Phone: 360-664-0655
Email: bobs@ospi.wednet.edu

Program Component: Norm Referenced Testing
Subject: Language Arts
Contact(s): Bob Silverman
Phone: 360-725-6348
Email: bobs@ospi.wednet.edu

Program Component: Second Grade Reading
Subject: Reading
Contact(s): Lesley Thompson
Phone: 360.586.0516
Email: lthompson@ospi.wednet.edu

Program Component: Norm Referenced Testing
Subject: Mathematics
Contact(s): Bob Silverman
Phone: 360-664-0655
Email: bobs@ospi.wednet.edu

WI

Program Component: Wisconsin Knowledge and Concepts of Examinations (WKCE)
Subject: English Language Arts
Contact(s): Marsha Behnke
Phone: (608) 267-9283
Email: marsha.behnke@dpi.state.wi.us

Program Component: Wisconsin Knowledge and Concepts of Examinations (WKCE)
Subject: Mathematics
Contact(s): Marsha Behnke
Phone: (608) 267-9283
Email: marsha.behnke@dpi.state.wi.us

Program Component: Wisconsin Knowledge and Concepts of Examinations (WKCE)
Subject: Science
Contact(s): Marsha Behnke
Phone: (608) 267-9283
Email: marsha.behnke@dpi.state.wi.us

Program Component: Wisconsin Knowledge and Concepts of Examinations (WKCE)
Subject: Social Studies
Contact(s): Marsha Behnke
Phone: (608) 267-9283
Email: marsha.behnke@dpi.state.wi.us

Question 3.0 Program components and contact persons.

State

WI

Program Component: Wisconsin Knowledge and Concepts of Examinations (WKCE)
Subject: Reading
Contact(s): Marsha Behnke
Phone: (608) 267-9283
Email: marsha.behnke@dpi.state.wi.us

Program Component: Wisconsin Reading Comprehension (WRCT)
Subject: Reading Comprehension
Contact(s): Vicki Fredrick
Phone: (608) 267-7268
Email: vicki.fredrick@dpi.state.wi.us

WV

Program Component: ACT Explore
Subject: ACT Explore
Contact(s): Beth Cipoletti
Phone: 304/558-2546
Email: dcipolet@access.k12.wv.us

Program Component: Writing Assessment
Subject: Writing Assessment
Contact(s): Elizabeth Judy
Phone: 304/ 558-2546
Email: sunsetview1857@yahoo.com

Program Component: Work Keys
Subject: Work Keys
Contact(s): Karen Huffman
Phone: 304/558-2546
Email: khuffman@access.k12.wv.us

Program Component: Norm-referenced Test
Subject: Social Studies
Contact(s): Karen Huffman
Phone: 304/ 558-2546
Email: khuffman@access.k12.wv.us

Program Component: Norm-referenced Test
Subject: Science
Contact(s): Karen Huffman
Phone: 304/ 558-2546
Email: khuffman@access.k12.wv.us

Program Component: Norm-referenced Test
Subject: Reading
Contact(s): Karen Huffman
Phone: 304/ 558-2546
Email: khuffman@access.k12.wv.us

Program Component: Norm-referenced Test
Subject: Mathematics
Contact(s): Karen Huffman
Phone: 304/ 558-2546
Email: khuffman@access.k12.wv.us

Question 3.0 Program components and contact persons.

State

WV

Program Component: NAEP
Subject: NAEP
Contact(s): Beth Cipoletti
Phone: 304/558-2546
Email: dcipolet@access.k12.wv.us

Program Component: Norm-referenced Test
Subject: Language
Contact(s): Karen Huffman
Phone: 304/ 558-2546
Email: khuffman@access.k12.wv.us

WY

Program Component: Wyoming Comprehensive Assessment System
Subject: Writing
Contact(s): Scott Marion
Phone: 307-777-6213
Email: smario@educ.state.wy.us

Program Component: Carl Perkins Assessment
Subject: Vocational
Contact(s): Terri Wigert
Phone: 307/ 777-7708
Email: twiger@educ.state.wy.us

Program Component: Wyoming Comprehensive Assessment System
Subject: Mathematics
Contact(s): Scott Marion
Phone: 307-777-6213
Email: smario@educ.state.wy.us

Program Component: Wyoming Comprehensive Assessment System
Subject: Reading
Contact(s): Scott Marion
Phone: 307-777-6213
Email: smario@educ.state.wy.us

Question 3.1.1 Subjects, grades, and numbers of students tested, by state component:

TOTAL STUDENTS TESTED

			Grade												
State	Component	Subject	K	1	2	3	4	5	6	7	8	9	10	11	12
AK	Norm Referenced Testing	Language	0	0	0	0	10010	0	0	9624	0	0	0	0	0
	Norm Referenced Testing	Reading	0	0	0	0	10040	0	0	9618	0	0	0	0	0
	Norm Referenced Testing	Mathematics	0	0	0	0	10007	0	0	9598	0	0	0	0	0
	Standards-based Testing	Mathematics	0	0	0	9797	0	0	9913	0	9539	0	8171	0	0
	Standards-based Testing	Reading	0	0	0	9826	0	0	9959	0	9606	0	8276	0	0
	Standards-based Testing	Writing	0	0	0	9801	0	0	9940	0	9604	0	8243	0	0
AL	Alabama Direct Assessment of Writing	Writing	0	0	0	0	0	51,724	0	50,672	0	0	0	0	0
	Alabama Early Learning Inventory	Reading and Quantitative Concepts	53,943	0	0	0	0	0	0	0	0	0	0	0	0
	Alabama High School Graduation Exam	Science	0	0	0	0	0	0	0	0	0	0	49696	41452	0
	Alabama High School Graduation Exam	Language	0	0	0	0	0	0	0	0	0	0	50,076	41,937	0
	Alabama High School Graduation Exam	Mathematics	0	0	0	0	0	0	0	0	0	0	50,223	41,625	0
	Alabama High School Graduation Exam	Reading Comprehension	0	0	0	0	0	0	0	0	0	0	50,194	41,948	0
	Alabama Reading Assessment: Grade 1	Reading	0	58,880	0	0	0	0	0	0	0	0	0	0	0
	Alabama Reading Assessment: Grade 2	Reading	0	0	57,854	0	0	0	0	0	0	0	0	0	0
	Stanford Achievement Test, 9th edition	Total Battery	0	0	0	55,950	55,925	54,260	53,589	54,481	51,734	51,042	45,847	40,389	0

Question 3.1.1 Subjects, grades, and numbers of students tested, by state component:

TOTAL STUDENTS TESTED

			Grade												
State	Component	Subject	K	1	2	3	4	5	6	7	8	9	10	11	12
AR	Criterion Referenced Testing: Benchmark Exams and End of Level Exams	Mathematics	0	0	0	0	34,409	0	0	0	33,225	0	0	0	0
	Criterion Referenced Testing: Benchmark Exams and End of Level Exams	Literacy (Reading and Writing)	0	0	0	0	34,409	0	0	0	33.225	0	0	0	0
	Norm referenced testing	Language	0	0	0	0	0	26,024	0	25,802	0	0	25,339	0	0
	Norm referenced testing	Science	0	0	0	0	0	26,037	0	25,862	0	0	25,370	0	0
	Norm referenced testing	Social Studies	0	0	0	0	0	26,020	0	25,850	0	0	25,375	0	0
	Norm referenced testing	Spelling	0	0	0	0	0	26,050	0	25,890	0	0	25,438	0	0
	Norm referenced testing	Study Skills	0	0	0	0	0	26,033	0	25,874	0	0	25,402	0	0
	Norm referenced testing	Total Reading	0	0	0	0	0	25,604	0	25,686	0	0	25,372	0	0
	Norm referenced testing	Math	0	0	0	0	0	26,066	0	25,885	0	0	25,416	0	0
AS	Stanford Achievement Test-9th Edition Complete Battery	Science	0	0	0	0	1093	0	0	1091	1029	0	829	0	593
	Stanford Achievement Test-9th Edition Complete Battery	Social Science	0	0	0	0	1093	0	0	1091	1029	0	829	0	592
	Stanford Achievement Test-9th Edition Complete Battery	Reading	0	0	0	0	1077	0	0	1087	1028	0	831	0	602
	Stanford Achievement Test-9th Edition Complete Battery	Mathematics	0	0	0	0	1093	0	0	1091	1028	0	833	0	603
	Stanford Achievement Test-9th Edition Complete Battery	Language	0	0	0	0	1089	0	0	1089	1028	0	831	0	598
AZ	CRT: Arizona's Instrument to Measure Standards (AIMS)	AIMS 358 & 10 Writing	0	0	0	60135	0	58322	0	0	55786	0	47878	0	0
	CRT: Arizona's Instrument to Measure Standards (AIMS)	AIMS 358 & 10 Mathematics	0	0	0	70801	0	66909	0	0	61889	0	46901	0	0
	NRT: Stanford Achievement Test, Ninth Edition	Reading Language	0	0	57180	58350	59191	60044	59365	57512	56824	56413	47845	39887	0
	NRT: Stanford Achievement Test, Ninth Edition	Math	0	0	57378	58591	59572	60514	59722	57383	56583	57027	48364	40557	0
	NRT: Stanford Achievement Test, Ninth Edition	Reading	0	0	54303	57574	57826	59493	58878	57149	56494	56074	47679	40078	0

Question 3.1.1 Subjects, grades, and numbers of students tested, by state component:

TOTAL STUDENTS TESTED

State	Component	Subject	Grade K	1	2	3	4	5	6	7	8	9	10	11	12
CA	Assessments in Career Education	Computer Science and Information Systems	0	0	0	0	0	0	0	0	0	598	538	1518	1809
	Assessments in Career Education	Food Service and Hospitality	0	0	0	0	0	0	0	0	0	101	174	427	810
	Assessments in Career Education	Health Care Level I	0	0	0	0	0	0	0	0	0	211	55	936	826
	Assessments in Career Education	Technology Core	0	0	0	0	0	0	0	0	0	1068	248	428	246
	Assessments in Career Education	Agriculture Core	0	0	0	0	0	0	0	0	0	200	2260	1222	611
	CHSPE	High School Proficiency	0	0	0	0	0	0	0	0	0	0	0	0	0
	GED	Not applicable	0	0	0	0	0	0	0	0	0	0	0	0	0
	Golden State Exams	Economics	0	0	0	0	0	0	0	0	0	222	449	1721	70497
	Golden State Exams	Algebra	0	0	0	0	0	0	0	5854	62961	69137	33117	12248	2152
	Golden State Exams	Biology	0	0	0	0	0	0	0	0	0	40708	67530	14284	2912
	Golden State Exams	Coordinated Science	0	0	0	0	0	0	0	0	0	2003	16915	4867	907
	Golden State Exams	Geometry	0	0	0	0	0	0	0	91	3665	37763	52992	24621	4127
	Golden State Exams	Government/Civics	0	0	0	0	0	0	0	0	0	98	80	847	71961
	Golden State Exams	High School Math	0	0	0	0	0	0	0	9	0	0	1	24300	19645
	Golden State Exams	Physics	0	0	0	0	0	0	0	0	0	1435	2363	13277	16792
	Golden State Exams	Reading and Literature	0	0	0	0	0	0	0	0	0	0	0	42187	40691
	Golden State Exams	Spanish	0	0	0	0	0	0	0	0	0	13365	40343	18280	4704
	Golden State Exams	U.S. History	0	0	0	0	0	0	0	0	0	106	2273	98672	1935
	Golden State Exams	Written Composition	0	0	0	0	0	0	0	0	0	0	0	77804	22736
	Golden State Exams	Chemistry	0	0	0	0	0	0	0	0	0	703	28357	46070	5983
	Physical Fitness Test	Physical fitness Test	0	0	0	0	0	0	0	0	0	0	0	0	0
	Standardized Testing and Reporting Program (STAR)	Primary Language-Reading	0	0	29191	23466	14920	11044	6957	6827	5683	8270	4699	2313	
	Standardized Testing and Reporting Program (STAR)	Reading	0	0	431608	450878	444623	425917	416064	402942	396773	411866	374671	323193	0
	Standardized Testing and Reporting Program (STAR)	Science	0	0	0	0	0	0	0	0	0	414447	374647	322693	0

Question 3.1.1 Subjects, grades, and numbers of students tested, by state component: TOTAL STUDENTS TESTED

State	Component	Subject	Grade K	1	2	3	4	5	6	7	8	9	10	11	12
CA	Standardized Testing and Reporting Program (STAR)	All STAR Tests	0	0	0	0	0	0	0	0	0	0	0	0	0
	Standardized Testing and Reporting Program (STAR)	Math	0	0	450089	455570	456215	432836	420760	404717	397537	415958	377090	324728	0
	Standardized Testing and Reporting Program (STAR)	Language	0	0	445083	448757	451978	429634	414865	398767	394555	412075	372938	321827	0
	Standardized Testing and Reporting Program (STAR)	Social Science	0	0	0	0	0	0	0	0	0	413817	374795	322521	0
	Standardized Testing and Reporting Program (STAR)	Spelling	0	0	448628	455411	456674	433565	421171	405930	399089	0	0	0	0
CO	Reading, Writing, Mathematics and Science	Reading	0	0	0	54197	54827	0	0	54320	0	0	0	0	0
	Reading, Writing, Mathematics, and Science	Mathematics	0	0	0	0	0	54875	0	0	53881	0	0	0	0
	Reading, Writing, Mathematics, and Science	Science	0	0	0	0	0	0	0	0	053878	0	0	0	0
	Reading, Writing, Mathematics, and Science	Writing	0	0	0	0	54827	0	0	54320	0	0	0	0	0
CT	Connecticut Academic Performance Test (CAPT)	Interdisciplinary	0	0	0	0	0	0	0	0	0	0	33759	0	0
	Connecticut Academic Performance Test (CAPT)	Editing	0	0	0	0	0	0	0	0	0	0	33759	0	0
	Connecticut Academic Performance Test (CAPT)	Science	0	0	0	0	0	0	0	0	0	0	33752	0	0
	Connecticut Academic Performance Test (CAPT)	Response to Literature	0	0	0	0	0	0	0	0	0	0	33758	0	0
	Connecticut Academic Performance Test (CAPT)	Mathematics	0	0	0	0	0	0	0	0	0	0	33739	0	0
	Connecticut Mastery Test (CMT)	Writing	0	0	0	0	40414	0	38253	0	37093	0	0	0	0
	Connecticut Mastery Test (CMT)	Mathematics	0	0	0	0	40926	0	38486	0	37105	0	0	0	0
	Connecticut Mastery Test (CMT)	Reading	0	0	0	0	40402	0	38235	0	37059	0	0	0	0

Question 3.1.1 Subjects, grades, and numbers of students tested, by state component:

TOTAL STUDENTS TESTED

State	Component	Subject	Grade K	1	2	3	4	5	6	7	8	9	10	11	12
DC	Stanford Achievement Tests- Ninth Edition	Mathematics	NA	6157	5774	5789	5203	4824	3938	3415	3643	3593	3012	2591	NA
	Stanford Achievement Tests- Ninth Edition	Reading	NA	5968	5573	5733	5134	4794	3916	3418	3643	3559	2988	2583	NA
DE	Delaware Student Testing Program - Mathematics NRT	Mathematics (NRT)	0	0	0	8653	0	8395	0	0	8855	0	8017	0	0
	Delaware Student Testing Program - Reading NRT	Reading (NRT)	0	0	0	8653	0	8395	0	0	8855	0	8017	0	0
	Delaware Student Testing Program - Science	Science (SB)	0	0	0	0	0	0	0	0	8730	0	0	6461	0
	Delaware Student Testing Program - Social Studies	Social Studies (SB)	0	0	0	0	0	0	0	0	8730	0	0	6461	0
	Delaware Student Testing Program - Standards-Based Mathematics	Mathematics (SB)	0	0	0	8653	0	8395	0	0	8855	0	8017	0	0
	Delaware Student Testing Program - Standards-Based Reading	Reading (SB)	0	0	0	8653	0	8395	0	0	8855	0	8017	0	0
	Delaware Student Testing Program - Standards-Based Writing	Writing (SB)	0	0	0	8653	0	8395	0	0	8855	0	8017	0	0
DoDEA	CTB TerraNova Multiple Assessment	Reading, Language Arts, Math, Science, Social Studies	NA	NA	NA	9767	9335	8778	8133	6915	6132	5240	4324	3467	NA
FL	No Response to 1999-2000 Survey	-	0	0	0	0	0	0	0	0	0	0	0	0	0

Question 3.1.1 Subjects, grades, and numbers of students tested, by state component:

TOTAL STUDENTS TESTED

			Grade												
State	Component	Subject	K	1	2	3	4	5	6	7	8	9	10	11	12
GA	Criterion Referenced Competency Tests (CRCT)	Mathematics	0	0	0	0	103730	0	104725	0	98129	0	0	0	0
	Criterion Referenced Competency Tests (CRCT)	Reading	0	0	0	0	104003	0	105084	0	98883	0	0	0	0
	Criterion Referenced Competency Tests (CRCT)	English/Language Arts	0	0	0	0	104003	0	104927	0	98610	0	0	0	0
	Georgia High School Graduation Tests (GHSGT)	Mathematics (11th and 12th grade)	0	0	0	0	0	0	0	0	0	0	0	0	78791
	Georgia High School Graduation Tests (GHSGT)	Social Studies (11th and 12th grade)	0	0	0	0	0	0	0	0	0	0	0	0	79713
	Georgia High School Graduation Tests (GHSGT)	English/Language Arts (11th and 12th grade)	0	0	0	0	0	0	0	0	0	0	0	0	76242
	Georgia High School Graduation Tests (GHSGT)	Science (11th and 12th grade)	0	0	0	0	0	0	0	0	0	0	0	0	82187
	Georgia Kindergarten Assessment Program-Revised (GKAP-R)	Literacy, Mathematics, and Social/Emotional Development	109275	0	0	0	0	0	0	0	0	0	0	0	0
	Iowa Tests of Basic Skills	Language	0	0	0	111043	0	108669	0	0	97961	0	0	0	0
	Iowa Tests of Basic Skills	Math	0	0	0	111397	0	108787	0	0	100154	0	0	0	0
	Iowa Tests of Basic Skills	Reading	0	0	0	111693	0	109045	0	0	100766	0	0	0	0
	Iowa Tests of Basic Skills	Science	0	0	0	110899	0	108413	0	0	100239	0	0	0	0
	Writing Test	Writing	0	0	0	0	0	98110	0	0	90584	0	0	80820	0
GU	SAT9 Norm Referenced Test	Reading	0	2114	0	2519	0	2426	0	2267	0	2598	1763	1158	0
	SAT9 Norm Referenced Test	Mathematics	0	2233	0	2574	0	2487	0	2226	0	2420	1723	1165	0
	SAT9 Norm Referenced Test	Science	0	2222	0	2580	0	2494	0	2250	0	2605	1671	1117	0
	SAT9 Norm Referenced Test	Social Science	0	0	0	2570	0	2492	0	2278	0	2605	1724	1160	0
	SAT9 Norm Referenced Test	Language	0	2205	0	2566	0	2487	0	2263	0	2549	1677	1117	0
HI	Stanford Achievement Test 9th Ed. Abbreviated	Math Problem Solving Subtest	0	0	0	12473	0	13405	0	0	10955	0	10135	0	0
	Stanford Achievement Test 9th Ed. Abbreviated	Reading Comprehension Subtest	0	0	0	12473	0	13405	0	0	10955	0	10135	0	0

Question 3.1.1 Subjects, grades, and numbers of students tested, by state component: TOTAL STUDENTS TESTED

State	Component	Subject	Grade K	1	2	3	4	5	6	7	8	9	10	11	12
IA	Standardized Testing ITBS and ITED	Mathematics/Reading	0	0	0	0	38,400/ 38,700	0	0	0	38,600/ 38,800	0	0	31,700/ 31,100	0
ID	Direct Math Assessment	Math	0	0	0	0	18099	0	0	0	18516	0	0	0	0
	Direct Writing Assessment	Direct Writing Assessment	0	0	0	0	18099	0	0	0	18516	0	0	18924	0
	Norm-Referenced Test	Reading	na	na	na	17686	17480	16368	16433	17930	15827	16792	16320	16909	na
	Norm-Referenced Test	Social Studies	0	0	0	17185	na	15760	na	17812	na	16064	na	na	na
	Norm-Referenced Test	Mathematics	na	na	na	17280	16195	16146	16198	17664	15827	16732	16113	16689	na
	Norm-Referenced Test	Language Arts	0	0	0	17570	16642	16284	16378	17770	15765	16891	16317	16921	0
	Norm-Referenced Test	Science	na	na	na	17191	na	15723	na	17779	na	16007	na	na	na
IL	Illinois Standards Achievement Test	Reading	0	0	0	141130	0	143532	NA	0	136617	0	na	0	0
	Illinois Standards Achievement Test	Social Science	0	0	0	0	148240	0	0	138278	0	0	0	0	0
	Illinois Standards Achievement Test	Writing	0	0	0	138292	0	141747		0	134893	0	x	0	0
	Illinois Standards Achievement Test	Science	0	0	0	na	148025	0	0	138035	0	0	0	0	0
	Illinois Standards Achievement Test	Mathematics	0	0	0	142398	0	144110	NA	0	136512	0	na	0	0
IN	Statewide Assessment	English/Language Arts	0	0	0	75150	0	0	72251	0	70540	0	70429	0	0
	Statewide Assessment	Mathematics	0	0	0	75150	0	0	72251	0	70540	0	70429	0	0
KS	Kansas Assessment Program--Mathematics	Mathematics	0	0	0	0	34105	0	0	33965	0	0	33196	0	0
	Kansas Assessment Program--Reading	Reading	0	0	0	0	0	32876	0	0	33564	0	0	29189	0
	Kansas Assessment Program--Science	Science is not assessed in 1999-2000	0	0	0	0	0	0	0	0	0	0	0	0	0
	Kansas Assessment Program--Social Studies	Social Studies is not assessed in 1999-2000	0	0	0	0	0	0	0	0	0	0	0	0	0
	Kansas Assessment Program--Writing	Writing	0	0	0	0	0	33573	0	0	33721	0	0	31556	0

Question 3.1.1 Subjects, grades, and numbers of students tested, by state component:

TOTAL STUDENTS TESTED

			Grade												
State	Component	Subject	K	1	2	3	4	5	6	7	8	9	10	11	12
KY	Alternate Portfolio	Alternate Portfolio	0	0	0	0	328	0	0	0	342	0	0	0	311
	KCCT On-Demand	Social Studies	0	0	0	0	0	48148	0	0	47106	0	0	40338	0
	KCCT On-Demand	Arts and Humanities	0	0	0	0	0	48148	0	0	47106	0	0	40338	0
	KCCT On-Demand	Mathematics	0	0	0	0	0	48148	0	0	47106	0	0	40338	0
	KCCT On-Demand	On-Demand Writing	0	0	0	0	49226	0	0	47844	0	0	0	0	37663
	KCCT On-Demand	Practical Living / Vocational Studies	0	0	0	0	0	48148	0	0	47106	0	44269	0	0
	KCCT On-Demand	Reading	0	0	0	0	49226	0	0	47844	0	0	44269	0	0
	KCCT On-Demand	Science	0	0	0	0	49226	0	0	47844	0	0	0	40338	0
	National Norm Reference Test (CTBS/5)	NRT: Reading, Math, Language Arts	0	0	0	50854	0	0	46860	0	0	51757	0	0	0
	Writing Portfolio Assessment	Writing Portfolio	0	0	0	0	49226	0	0	47844	0	0	0	0	37663
LA	Graduation Exit Examination (GEE)	English Language Arts	0	0	0	0	0	0	0	0	0	0	46255	0	0
	Graduation Exit Examination (GEE)	Mathematics	0	0	0	0	0	0	0	0	0	0	46180	0	0
	Graduation Exit Examination (GEE)	Science	0	0	0	0	0	0	0	0	0	0	0	40745	0
	Graduation Exit Examination (GEE)	Social Studies	0	0	0	0	0	0	0	0	0	0	0	40686	0
	Graduation Exit Examination (GEE)	Written Composition	0	0	0	0	0	0	0	0	0	0	44655	0	0
	LEAP 21 Grades 4, 8	English Language Arts	0	0	0	0	57,612	0	0	0	54910	0	0	0	0
	LEAP 21 Grades 4, 8	Mathematics	0	0	0	0	57656	0	0	0	54825	0	0	0	0
	LEAP 21 Grades 4, 8	Science	0	0	0	0	57640	0	0	0	54806	0	0	0	0
	LEAP 21 Grades 4, 8	Social Studies	0	0	0	0	57618	0	0	0	54758	0	0	0	0
	The Iowa Tests, Complete Battery	The Iowa Tests Complete Battery Composite	0	0	0	53384		50166	50634	50615		52059			0

Question 3.1.1 Subjects, grades, and numbers of students tested, by state component: TOTAL STUDENTS TESTED

State	Component	Subject	Grade K	1	2	3	4	5	6	7	8	9	10	11	12
MA	Massachusetts Comprehensivs Assessment System (MCAS)	Mathematics	0	0	0	0	77488	0	0	0	70512	0	59935	0	0
	Massachusetts Comprehensive Assessment System (MCAS)	Science & Technology	0	0	0	0	77408	0	0	0	70361	0	60067	0	0
	Massachusetts Comprehensive Assessment System (MCAS)	History and Social Science	0	0	0	0	0	0	0	0	70135	0	62336	0	0
	Massachusetts Comprehensive Assessment System (MCAS)	English Language Arts	0	0	0	0	76118	0	0	0	69532	0	59935	0	0
MD	High School Assessments	High School Assessments	0	0	0	0	0	0	0	x	x	x	x	x	x
	Maryland Functional Tests (Maryland Writing Test)	Writing (98,400 Total Students Tested)	0	0	0	0	0	0	0	x	x	x	x	x	x
	Maryland Functional Tests (Mathematics)	Mathematics (144,000 Total Students Tested)	0	0	0	0	0	0	0	x	x	x	x	x	x
	Maryland Functional Tests (Reading)	Reading (95,400 Total Students Tested)	0	0	0	0	0	0	0	x	x	x	x	x	x
	Maryland School Performance Assessment Program	Mathematics	0	0	0	62,230	0	64,526	0	0	58,038	0	0	0	0
	Maryland School Performance Assessment Program	Writing	0	0	0	63,492	0	64,233	0	0	58,295	0	0	0	0
	Maryland School Performance Assessment Program	Social Studies	0	0	0	63,799	0	64,236	0	0	59,245	0	0	0	0
	Maryland School Performance Assessment Program	Reading	0	0	0	59,250	0	59,086	0	0	55,581	0	0	0	0
	Maryland School Performance Assessment Program	Language Usage	0	0	0	60,545	0	60,692	0	0	56,762	0	0	0	0
	Maryland School Performance Assessment Program	Science	0	0	0	63,226	0	63,555	0	0	58,163	0	0	0	0
ME	Maine Educational Assessment	Arts/Humanities, Health, Mathematics, Reading, Science, Social Studies, Writing	0	0	0	0	15784	0	0	0	15753	0	0	12599	0

Question 3.1.1 Subjects, grades, and numbers of students tested, by state component:

TOTAL STUDENTS TESTED

State	Component	Subject	Grade K	1	2	3	4	5	6	7	8	9	10	11	12
MI	Grade 4 and 7 Reading and Mathematics	Reading	0	0	0	0	129907	0	0	123411	0	0	0	0	0
	Grade 4 and 7 Reading and Mathematics	Mathematics	0	0	0	0	130216	0	0	123296	0	0	0	0	0
	Grade 5 and 8 Science, Social Studies and Writing	Writing	0	0	0	0	0	123322	0	0	118083	0	0	0	0
	Grade 5 and 8 Science, Social Studies and Writing	Science	0	0	0	0	0	124592	0	0	119815	0	0	0	0
	Grade 5 and 8 Science, Social Studies and Writing	Social Studies	0	0	0	0	0	123984	0	0	119829	0	0	0	0
	MEAP High School Test	Mathematics	0	0	0	0	0	0	0	0	0	0	0	80520	0
	MEAP High School Test	Reading	0	0	0	0	0	0	0	0	0	0	0	81066	0
	MEAP High School Test	Science	0	0	0	0	0	0	0	0	0	0	0	79937	0
	MEAP High School Test	Social Studies	0	0	0	0	0	0	0	0	0	0	0	86169	0
	MEAP High School Test	Writing	0	0	0	0	0	0	0	0	0	0	0	76937	0
MN	Basic Standards Mathematics	Math grade 8	0	0	0	0	0	0	0	0	65,924	0	0	0	0
	Basic Standards Reading	Reading grade 8	0	0	0		0	0	0	0	65993	0	0	0	0
	Basic Standards Writing	Writing grade 10	0	0	0	0	0	0	0	0	0	0	64576	0	0
	Minnesota Comprehensive Assessments	Math grades 3-5	0	0	0	59924	0	61677	0	0	0	0	0	0	0
	Minnesota Comprehensive Assessments	Reading grades 3-5	0	0	0	60261	0	62203	0	0	0	0	0	0	0
	Minnesota Comprehensive Assessments	Writing grade 5	0	0	0	0	0	61886	0	0	0	0	0	0	0
MO	MAP	Communication Arts	0	0	0	69638	0	0	0	66713	0	0		53396	0
	MAP	Social Studies	0	0	0	0	69441	0	0	0	67364	0	0	54105	0
	MAP	Mathematics	0	0	0		69554	0	0	0	67527	0	59979	0	0
	MAP	Science	0	0	0	69928	0	0	0	67121	0	0	59922	0	0

Question 3.1.1 Subjects, grades, and numbers of students tested, by state component:

TOTAL STUDENTS TESTED

State	Component	Subject	Grade K	1	2	3	4	5	6	7	8	9	10	11	12
MP	Stanford Achievement Test, Ninth Edition	Language	0	0	0	833	797	759	0	0	588	0	447	369	0
	Stanford Achievement Test, Ninth Edition	Mathematics	0	0	0	836	805	762	0	0	606	0	459	370	0
	Stanford Achievement Test, Ninth Edition	Reading	0	0	0	817	786	736	0	0	599	0	419	365	0
	Stanford Achievement Test, Ninth Edition	Science	0	0	0	841	809	765	0	0	606	0	436	355	0
	Stanford Achievement Test, Ninth Edition	Social Science	0	0	0	842	809	767	0	0	606	0	431	350	0
MS	Career Planning and Assessment System	ACT WorKeys	0	0	0	0	0	0	0	0	0	0	0	0	8415
	Career Planning and Assessment System	Occupational Specific Assessments	0	0	0	0	0	0	0	0	0	0	0	0	8206
	Functional Literacy Examination (high school exit exam)	Basic Skills - High School Exit Exam (total, Gr 11-12)	0	0	0	0	0	0	0	0	0	0	0	34108	0
	Norm-Referenced Testing	Terra Nova Survey Battery (Rd/La, Ma)	0	0	0	39840	39293	37311	36584	36605	35203	0	0	0	0
MT	Student Assessment Requirement	Math	0	0	0	0	11500	0	0	0	12250	0	0	10700	0
	Student Assessment Requirement	Reading	0	0	0	0	11350	0	0	0	12000	0	0	10350	0
	Student Assessment Requirement	Science	0	0	0	0	11300	0	0	0	11900	0	0	10350	0
	Student Assessment Requirement	Social Studies	0	0	0	0	11300	0	0	0	11900	0	0	10350	0
	Student Assessment Requirement	Language Arts	0	0	0	0	11679	0	0	0	12515	0	0	11954	0

Question 3.1.1 Subjects, grades, and numbers of students tested, by state component: TOTAL STUDENTS TESTED

			Grade												
State	Component	Subject	K	1	2	3	4	5	6	7	8	9	10	11	12
NC	NC Annual Testing Program	High School Comprehensive Test	0	0	0	0	0	0	0	0	0	0	77,360	0	0
	NC Annual Testing Program	Mathematics	NA	NA	NA	101,572	99,990	98,558	96,708	94,124	91,053	90,109	64,572	52,451	NA
	NC Annual Testing Program	Reading	NA	NA	NA	101,164	99,451	98,099	96,489	94,031	90,984	93,434	NA	NA	NA
	NC Annual Testing Program	Science (Physical Science 9, Biology 10, Chemistry 11, Physics 12)	0	0	0	0	0	0	0	0	0	67,066	80,549	42,605	11,429
	NC Annual Testing Program	Social Studies (ELPS 9, US History 11)	0	0	0	0	0	0	0	0	0	78,992	0	70,930	0
	NC Annual Testing Program	Writing	0	0	0	0	99,038	0	0	93,567	0	0	82,418	0	0
	NC Tests of Computer Skills	Computer Skills	0	0	0	0	0	0	0	0	94,620	0	0	0	0
	Norm-Referenced Testing	Reading, Language, Mathematics	0	0	0	0	0	2,530	0	0	2,370	0	0	0	0
ND	TerraNova and Test of Cognitive Skills, second edition	TerraNova	0	0	0	0	8824	0	9075	0	9392	0	9139	0	0
NE	No State Assessments 1999-2000	Reading and Writing -Will collect the first data in June of 2001	0	0	0	0	0	0	0	0	0	0	0	0	0
	No State Assessments 1999-2000	Science – Will collect the first data in June of 2003	0	0	0	0	0	0	0	0	0	0	0	0	0
	No State Assessments 1999-2000	Social Studies – Will collect the first data in June of 2004	0	0	0	0	0	0	0	0	0	0	0	0	0
	No State Assessments 1999-2000	Math – Will collect the first data in June of 2002	0	0	0	0	0	0	0	0	0	0	0	0	0

Question 3.1.1 Subjects, grades, and numbers of students tested, by state component: TOTAL STUDENTS TESTED

State	Component	Subject	Grade K	1	2	3	4	5	6	7	8	9	10	11	12
NH	NH Educational Improvement and Assessment Program	English Language Arts	0	0	0	15934	0	0	16442	0	0	0	13583	0	0
	NH Educational Improvement and Assessment Program	Mathematics	0	0	0	16156	0	0	16537	0	0	0	13647	0	0
	NH Educational Improvement and Assessment Program	Science	0	0	0	0	0	0	16524	0	0	0	13595	0	0
	NH Educational Improvement and Assessment Program	Social Studies	0	0	0	0	0	0	16492	0	0	0	13556	0	0
NJ	Grade 11 High School Proficiency Test	Reading, math, writing	0	0	0	0	0	0	0	0	0	0	0	76,953	0
	Grade Eight Proficiency Assessment	Reading, math, writing,	0	0	0	0	0	0	0	0	92,224	0	0	0	0
	Grade Four Proficiency Assessment	Reading, Math, Writing, Science	0	0	0	0	102,690	0	0	0	0	0	0	0	0
NM	NM Achievement Assessment	Language Arts	0	0	0	22937	23134	23463	23081	23042	22946	22544	0	0	0
	NM Achievement Assessment	Mathematics	0	0	0	23009	23157	23444	23089	23035	22928	22474	0	0	0
	NM Achievement Assessment	Reading	0	0	0	22945	23095	23454	23077	23055	22950	22600	0	0	0
	NM Achievement Assessment	Science	0	0	0	23097	23273	23525	23229	22997	23125	22933	0	0	0
	NM Achievement Assessment	Social Studies	0	0	0	23066	23265	23516	23200	23148	23100	22858	0	0	0
	NM High School Competency Exam	Social Studies	0	0	0	0	0	0	0	0	0	0	20115	0	0
	NM High School Competency Exam	Written Composition	0	0	0	0	0	0	0	0	0	0	20115	0	0
	NM High School Competency Exam	Science	0	0	0	0	0	0	0	0	0	0	20115	0	0
	NM High School Competency Exam	Reading	0	0	0	0	0	0	0	0	0	0	20115	0	0
	NM High School Competency Exam	Mathematics	0	0	0	0	0	0	0	0	0	0	20115	0	0
	NM High School Competency Exam	Language Arts	0	0	0	0	0	0	0	0	0	0	20115	0	0
	NM Writing Assessment Program	Writing Assessment	0	0	0	0	23194	0	22939	0	9241	0	0	0	0
	Reading Assessment for Grades 1 and 2	Reading Proficiency	0	25349	25275	0	0	0	0	0	0	0	0	0	0

Question 3.1.1 Subjects, grades, and numbers of students tested, by state component:

TOTAL STUDENTS TESTED

			Grade												
State	Component	Subject	K	1	2	3	4	5	6	7	8	9	10	11	12
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	Writing	0	0	0	0	24,787	0	0	0	22,095	0	0	17,488	3,934
	High School Proficiency Examination	Reading and Mathematics	0	0	0	0	0	0	0	0	0	0	0	19,298	7,578
	Norm-Referenced Testing at Grades 4, 8, and 10	Reading, Language, Math, Science	0	0	0	0	24,331	0	0	0	21,937	0	19,995	0	0

Question 3.1.1 Subjects, grades, and numbers of students tested, by state component:

TOTAL STUDENTS TESTED

State	Component	Subject	Grade K	1	2	3	4	5	6	7	8	9	10	11	12
NY	New York State Testing Program	English Language Arts	0	0	0	0	247,759	0		0	220,008	0	0	0	186,044
	New York State Testing Program	Mathematics	0	0	0	0	250,494	0	0	0	221,727	0	0	21,262 (RCT)	104,022 (Regents)
	Occupational Education Proficiency Examinations	Housing and Environment	0	0	0	0	0	0	0	0	0	0	0	1,628	0
	Occupational Education Proficiency Examinations	Intro. To Occupations	0	0	0	0	0	0	0	0	0	0	0	48,108	0
	Occupational Education Proficiency Examinations	Human Development	0	0	0	0	0	0	0	0	0	0	0	4,243	0
	Occupational Education Proficiency Examinations	Food and Nutrition	0	0	0	0	0	0	0	0	0	0	0	7,612	0
	Occupational Education Proficiency Examinations	Clothing/Textiles	0	0	0	0	0	0	0	0	0	0	0	1,888	0
	Occupational Education Proficiency Examinations	Business Analysis/Computer Applications	0	0	0	0	0	0	0	0	0	0	0	9,646	0
	Occupational Education Proficiency Examinations	Health Occupations	0	0	0	0	0	0	0	0	0	0	0	1,813	0
	Program Evaluation Tests (PET)	Science	0	0	0	0	220,464	0	0	0	0	0	0	0	0
	Regents Competency Tests	Social Studies - Global Studies	0	0	0	0	0	0	0	0	0	0	36,784	0	0
	Regents Competency Tests	US History	0	0	0	0	0	0	0	0	0	0	0	41,180	0
	Regents Competency Tests	Science	0	0	0	0	0	0	0	0	0	46,913	0	0	0
	Regents Competency Tests	Reading	0	0	0	0	0	0	0	0	0	0	0	8,760	0
	Regents Competency Tests	Mathematics	0	0	0	0	0	0	0	0	0	21,262	0	0	0
	Regents Competency Tests	Writing	0	0	0	0	0	0	0	0	0	0	0	9,618	0
	Regents Examination Program	Global Studies	0	0	0	0	0	0	0	0	0	0	36,601	0	0
	Regents Examination Program	Spanish	0	0	0	0	0	0	0	0	0	0	78,000	0	0
	Regents Examination Program	Physics	0	0	0	0	0	0	0	0	0	0	0	50,138	0
	Regents Examination Program	Modified Earth Science	0	0	0	0	0	0	0	0	0	67,382	0	0	0
	Regents Examination Program	Mathematics	0	0	0	0	0	0	0	0	0	210,179	147,015	104,022	0
	Regents Examination Program	Math A	0	0	0	0	0	0	0	0	0	0	20,368	0	0

Question 3.1.1 Subjects, grades, and numbers of students tested, by state component:

TOTAL STUDENTS TESTED

			Grade												
State	Component	Subject	K	1	2	3	4	5	6	7	8	9	10	11	12
NY	Regents Examination Program	Latin	0	0	0	0	0	0	0	0	0	0	2,852	0	0
	Regents Examination Program	US History/Government	0	0	0	0	0	0	0	0	0	0	0	161,376	0
	Regents Examination Program	Global History and Geography	0	0	0	0	0	0	0	0	0	0	159,445	0	0
	Regents Examination Program	German	0	0	0	0	0	0	0	0	0	0	2,475	0	0
	Regents Examination Program	French	0	0	0	0	0	0	0	0	0	0	22,928	0	0
	Regents Examination Program	English	0	0	0	0	0	0	0	0	0	0	0	186,044	0
	Regents Examination Program	Earth Science	0	0	0	0	0	0	0	0	0	75,383	0	0	0
	Regents Examination Program	Chemistry	0	0	0	0	0	0	0	0	0	0	104,667	0	0
	Regents Examination Program	Biology	0	0	0	0	0	0	0	0	0	0	149,358	0	0
	Regents Examination Program	Hebrew	0	0	0	0	0	0	0	0	0	0	3,297	0	0
	Regents Examination Program	Italian	0	0	0	0	0	0	0	0	0	0	6,992	0	0
	Second Language Proficiency Exams	French	0	0	0	0	0	0	0	0	18,780	0	0	0	0
	Second Language Proficiency Exams	Spanish	0	0	0	0	0	0	0	0	57,755	0	0	0	0
	Second Language Proficiency Exams	Latin	0	0	0	0	0	0	0	0	1,583	0	0	0	0
	Second Language Proficiency Exams	Italian	0	0	0	0	0	0	0	0	5,283	0	0	0	0
	Second Language Proficiency Exams	German	0	0	0	0	0	0	0	0	2,139	0	0	0	0

Question 3.1.1 Subjects, grades, and numbers of students tested, by state component: TOTAL STUDENTS TESTED

State	Component	Subject	Grade K	1	2	3	4	5	6	7	8	9	10	11	12
OH	12th-Grade Proficiency Testing	Science	0	0	0	0	0	0	0	0	0	0	0	0	97114
	12th-Grade Proficiency Testing	Writing	0	0	0	0	0	0	0	0	0	0	0	0	97629
	12th-Grade Proficiency Testing	Reading	0	0	0	0	0	0	0	0	0	0	0	0	97746
	12th-Grade Proficiency Testing	Mathematics	0	0	0	0	0	0	0	0	0	0	0	0	97478
	12th-Grade Proficiency Testing	Citizenship	0	0	0	0	0	0	0	0	0	0	0	0	97421
	4th-Grade Proficiency Testing	Mathematics	0	0	0	0	127650	0	0	0	0	0	0	0	0
	4th-Grade Proficiency Testing	Citizenship	0	0	0	0	132503	0	0	0	0	0	0	0	0
	4th-Grade Proficiency Testing	Reading	0	0	0	0	131434	0	0	0	0	0	0	0	0
	4th-Grade Proficiency Testing	Science	0	0	0	0	132414	0	0	0	0	0	0	0	0
	4th-Grade Proficiency Testing	Writing	0	0	0	0	131444	0	0	0	0	0	0	0	0
	6th-Grade Proficiency Testing	Writing	0	0	0	0	0	0	129056	0	0	0	0	0	0
	6th-Grade Proficiency Testing	Science	0	0	0	0	0	0	129617	0	0	0	0	0	0
	6th-Grade Proficiency Testing	Reading	0	0	0	0	0	0	129244	0	0	0	0	0	0
	6th-Grade Proficiency Testing	Citizenship	0	0	0	0	0	0	129865	0	0	0	0	0	0
	6th-Grade Proficiency Testing	Mathematics	0	0	0	0	0	0	129449	0	0	0	0	0	0
	9th-Grade Proficiency Testing	Mathematics	0	0	0	0	0	0	0	0	128763	57341	31801	20323	12037
	9th-Grade Proficiency Testing	Reading	0	0	0	0	0	0	0	0	128323	28253	11818	6363	3891
	9th-Grade Proficiency Testing	Science	0	0	0	0	0	0	0	0	128504	47636	24639	14855	N/A
	9th-Grade Proficiency Testing	Writing	0	0	0	0	0	0	0	0	123830	31449	14257	9294	3776
	9th-Grade Proficiency Testing	Citizenship	0	0	0	0	0	0	0	0	127215	40921	20730	12392	8794
OK	Oklahoma Core Curriculum Tests - Multiple Choice	Mathematics, Reading, Science, U.S. History/Const./Govt., Geography, and Arts	0	0	0	0	0	45122	0	0	45309	0	0	36983	0
	Oklahoma Core Curriculum Tests - Writihg	Writing Performance Test	0	0	0	0	0	43473	0	0	43130	0	0	0	0

Question 3.1.1 Subjects, grades, and numbers of students tested, by state component: TOTAL STUDENTS TESTED

State	Component	Subject	Grade K	1	2	3	4	5	6	7	8	9	10	11	12
OR	Reading, Writing, Science, and Mathematics Assessment	Reading	0	0	0	40774	0	41581	0	0	40690	0	36947	0	0
	Reading, Writing, Science, and Mathematics Assessment	Mathematics	0	0	0	41624	0	42041	0	0	41013	0	37147	0	0
PA	Math Assessment	Mathematics	0	0	0	0	0	137202	0	0	136452	0	0	113984	0
	Reading Assessment	Reading	0	0	0	0	0	136669	0	0	135797	0	0	113047	0
	Writing Assessment	Writing	0	0	0	0	0	0	0	0	0	0	0	0	0
PR	Pruebas Puertorriqueñas de Competencias Escolares	English	0	0	0	46,058	0	0	45,223	0	0	39,976	0	32,321	0
	Pruebas Puertorriqueñas de Competencias Escolares	Mathematics	0	0	0	45,998	0	0	45,164	0	0	39,796	0	32,096	0
	Pruebas Puertorriqueñas de Competencias Escolares	Science	0	0	0	45,688	0	0	44,909	0	0	39,287	0	26,427	0
	Pruebas Puertorriqueñas de Competencias Escolares	Social Studies	0	0	0	44,963	0	0	44,323	0	0	38,229	0	28,622	0
	Pruebas Puertorriqueñas de Competencias Escolares	Spanish	0	0	0	46,150	0	0	45,234	0	0	40,042	0	32,393	0
RI	English Language Arts and Math Performance Assessment	Mathematics	0	0	0	0	12634	0	0	0	11357	0	9960	0	0
	English Language Arts and Math Performance Assessment (New Standards Reference Exams)	English Language Arts	0	0	0	0	12540	0	0	0	11242	0	9888	0	0
	Health Education Performance Assessment	Health Education	0	0	0	0	0	11886	0	0	0	10693	0	0	0
	Writing Performance Assessment	Writing Performance Assessment	0	0	0	12319	0	0	0	11740	0	0	10075	0	0

Question 3.1.1 Subjects, grades, and numbers of students tested, by state component: TOTAL STUDENTS TESTED

State	Component	Subject	Grade K	1	2	3	4	5	6	7	8	9	10	11	12
SC	Criterion Referenced Tests: BSAP High School Exit Exam	Exit Reading	0	0	0	0	0	0	0	0	0	0	41,016	6,147	2,624
	Criterion Referenced Tests: BSAP High School Exit Exam	Exit Writing	0	0	0	0	0	0	0	0	0	0	40,737	6,217	2,382
	Criterion Referenced Tests: PACT	PACT ELA	0	0	0	51,900	47,515	51,608	50,475	49,439	48,486	0	0	0	0
	Criterion Referenced Tests: PACT	PACT Mathematics	0	0	0	52249	47942	52089	50864	49785	48838	0	0	0	0
	Criterion Referenced Tests: BSAP High School Exit Exam	Exit Mathematics	0	0	0	0	0	0	0	0	0	0	41,292	7,705	3,183
	Criterion-referenced Tests: Cognitive Skills Assessment Program (CSAB)	Readiness (Integrated)	0	52611	0	0	0	0	0	0	0	0	0	0	0
	Norm Referenced Tests - TerraNova	Short Battery	0	0	0	0	0	7293	0	0	7340	0	0	6121	0
SD	Stanford Achievement Test, Ninth Edition	Reading, Language, Math, Science, Social Studies	0	0	9982	0	10188	0	0	0	10825	0	0	9078	0
	Stanford Writing Assessment, Third Edition	Writing	0	0	0	0	0	10702	0	0	0	11316	0	0	0
TN	Achievement Test	Math, Language, Reading, Science, Social Studies	0	0	0	71916	71530	69958	67450	65679	64328	0	0	0	0
	Competency Test	Math & Language Arts (Competency Test)	0	0	0	0	0	0	0	0	0	72498	23600	14350	8851
	High School End of Course	Writing (4, 7, 11)	0	0	0	0	69750	0	0	63386	0	0	0	47015	0
	High School End of Course	Math for Technology	0	0	0	0	0	0	0	0	0	921	2061	1066	302
	High School End of Course	Geometry	0	0	0	0	0	0	0	0	46	6656	18171	12088	3351
	High School End of Course	Algebra I	0	0	0	0	0	0	0	0	10245	28569	12492	3388	977
	High School End of Course	Algebra II	0	0	0	0	0	0	0	0	22	1944	13593	15684	5642
	TCAP Writing Assessment	Writing Assessment	0	0	0	0	0	0	0	0	0	0	0	0	0

Question 3.1.1 Subjects, grades, and numbers of students tested, by state component: TOTAL STUDENTS TESTED

State	Component	Subject	Grade K	1	2	3	4	5	6	7	8	9	10	11	12
TX	Reading Proficiency Tests in English (RPTE)	RPTE Reading	0	0	0	60,222	44,893	36,997	31,066	25,370	22,163	25,213	14,461	7,709	4,363
	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	TAAS Math	0	0	0	282,484	275,663	268,503	268,069	267,249	263,858	0	230,184	22,259	8614
	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	TAAS Reading	0	0	0	277,633	271,188	264,838	265,038	265,453	262,727	0	229,357	13,492	4195
	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	TAAS Science	0	0	0	0	0	0	0	0	263,981	0	0	0	0
	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	TAAS Social Studies	0	0	0	0	0	0	0	0	265,225	0	0	0	0
	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	TAAS Writing	0	0	0	0	267,830	0	0	0	260,148	0	228,637	13,373	4437
UT	Norm-Referenced Testing	Math, Science, Reading Language Arts, Social Science	0	0	0	34320	0	34298	0	0	33101	0	0	32702	0
	Utah Core Assessment CRT Program	Math	0	33398	34213	33525	33683	32913	32972	13710	0	0	0	0	0
	Utah Core Assessment CRT Program	Reading/Language Arts	0	33113	33962	33370	33608	32814	33431	0	0	0	0	0	0
	Utah Core Assessment CRT Program	Science	0	0	0	0	29916	29347	30754	22373	29877	20214	0	0	0

Question 3.1.1 Subjects, grades, and numbers of students tested, by state component: TOTAL STUDENTS TESTED

State	Component	Subject	Grade K	1	2	3	4	5	6	7	8	9	10	11	12
VA	Literacy Passport Testing Program	Reading Comprehension	0	0	0	0	0	0	0	0	0	2,336	1,444	995	378
	Literacy Passport Testing Program	Writing	0	0	0	0	0	0	0	0	0	2,319	1,444	1,010	416
	Standards of Learning (SOL) Assessment Program	Mathematics	0	0	0	87053	0	84848	0	0	82137	0	0	0	0
	Standards of Learning (SOL) Assessment Program	Science	0	0	0	86872	0	84871	0	0	79707	0	0	0	0
	Standards of Learning (SOL) Assessment Program	End of Course Math	0	0	0	0	0	0	0	0	0	0	AlgI 72882	Geom 56298	AlgII 44540
	Standards of Learning (SOL) Assessment Program	History	0	0	0	86893	0	86359	0	0	78657	0	0	0	0
	Standards of Learning (SOL) Assessment Program	English: Reading/Lit, Research	0	0	0	86610	0	84469	0	0	79236	0	0	58235	0
	Standards of Learning (SOL) Assessment Program	End of Course World History to 1000/World Geo.	0	0	0	0	0	0	0	0	0	0	0	0	51168
	Standards of Learning (SOL) Assessment Program	End of Course World Geography	0	0	0	0	0	0	0	0	0	0	0	0	0
	Standards of Learning (SOL) Assessment Program	End of Course US History	0	0	0	0	0	0	0	0	0	0	0	0	58488
	Standards of Learning (SOL) Assessment Program	Writing	0	0	0	86581	0	84189	0	0	79003	0	0	58795	0
	Standards of Learning (SOL) Assessment Program	End of Course Science	0	0	0	0	0	0	0	0	0	0	ES 61571	BIO 67165	CHEM 42542
	Standards of Learning (SOL) Assessment Program	Computer/Technology	0	0	0	0	0	84782	0	0	79026	0	0	0	0
	Standards of Learning (SOL) Assessment Program	End of Course World History from 1000/World Geo.	0	0	0	0	0	0	0	0	0	0	0	0	51306
	Virginia Literacy Testing Program	Mathematics	0	0	0	0	0	0	0	0	0	2,428	1,526	954	382
	Virginia State Assessment NRT Program	Language Arts	0	0	0	0	81906	0	78489	0	0	83607	0	0	0
	Virginia State Assessment NRT Program	Mathematics	0	0	0	0	81959	0	78442	0	0	82665	0	0	0
	Virginia State Assessment NRT Program	Reading	0	0	0	0	80956	0	77623	0	0	83592	0	0	0

Question 3.1.1 Subjects, grades, and numbers of students tested, by state component: TOTAL STUDENTS TESTED

			Grade												
State	Component	Subject	K	1	2	3	4	5	6	7	8	9	10	11	12
VI	Terra Nova Assessments Series	Language Arts	0	0	0	1570	0	0	1354	0	1271	0	0	798	0
	Terra Nova Assessments Series	Mathematics	0	0	0	1570	0	0	1354	0	1271	0	0	798	0
	Terra Nova Assessments Series	Reading	0	0	0	1570	0	0	1354	0	1271	0	0	798	0
	Terra Nova Assessments Series	Science	0	0	0	1557	0	0	1354	0	1271	0	0	798	0
	Terra Nova Assessments Series	Social Studies	0	0	0	0	0	1557	1550	0	1396	0	0	981	0
VT	Standard's Referenced Exams (NSRE)	English Language Arts/Mathematics	0	0	0	0	7,784/ 7,785	0	0	0	8,005/ 8,033	0	7,514/ 7,522	0	0
	Vermont Developmental Reading Assessment	Reading Accuracy and Comprehension	0	0	7,269	0	0	0	0	0	0	0	0	0	0
WA	Norm Referenced Testing	Reading	0	0	0	74000	0	0	72000	0	0	71000	0	0	0
	Norm Referenced Testing	Mathematics	0	0	0	74000	0	0	70000	0	0	71000	0	56094	0
	Norm Referenced Testing	Language Arts	0	0	0	0	0	0	72000	0	0	73000	0	0	0
	Second Grade Reading	Reading	0	0	77493	0	0	0	0	0	0	0	0	0	0
	Washington Assessment of Student Learning	Listening	0	0	0	0	74643	0	0	72049	0	0	64138	0	0
	Washington Assessment of Student Learning	Mathematics	0	0	0	0	74670	0	0	72556	0	0	65270	0	0
	Washington Assessment of Student Learning	Reading	0	0	0	0	74199	0	0	71775	0	0	63040	0	0
	Washington Assessment of Student Learning	Writing	0	0	0	0	72781	0	0	69729	0	0	60742	0	0

Question 3.1.1 Subjects, grades, and numbers of students tested, by state component:

TOTAL STUDENTS TESTED

			Grade												
State	Component	Subject	K	1	2	3	4	5	6	7	8	9	10	11	12
WI	Wisconsin Knowledge and Concepts of Examinations (WKCE)	English Language Arts	0	0	0	0	61145	0	0	0	64767	0	63990	0	0
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	Mathematics	0	0	0	0	62148	0	0	0	64792	0	63988	0	0
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	Science	0	0	0	0	62475	0	0	0	64976	0	63623	0	0
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	Social Studies	0	0	0	0	62424	0	0	0	64565	0	63623	0	0
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	Reading	0	0	0	0	61145	0	0	0	64767	0	63990	0	0
	Wisconsin Reading Comprehension (WRCT)	Reading Comprehension	0	0	0	58985	0	0	0	0	0	0	0	0	0
WV	ACT Explore	ACT Explore	NA	NA	NA	NA	NA	NA	NA	NA	21,405	NA	NA	NA	NA
	NAEP	NAEP	NA	NA	NA	NA	5,000	NA	NA	NA	5,000	NA	NA	NA	NA
	Norm-referenced Test	Language	NA	NA	NA	21690	21402	21242	20821	21390	21269	21663	19250	18585	NA
	Norm-referenced Test	Mathematics	NA	NA	NA	21743	21391	21241	20816	21329	21205	21723	19324	18601	NA
	Norm-referenced Test	Reading	NA	NA	NA	21633	21228	21150	20739	21351	21230	21660	19322	18598	NA
	Norm-referenced Test	Science	NA	NA	NA	21662	21285	21178	20731	21307	21118	21528	19129	18496	NA
	Norm-referenced Test	Social Studies	NA	NA	NA	21628	21275	21146	20727	21301	21121	21524	19103	18487	NA
	Work Keys	Work Keys	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	18,058
	Writing Assessment	Writing Assessment	NA	NA	NA	NA	19,410	NA	NA	18,044	NA	NA	16,389	NA	NA
WY	Carl Perkins Assessment	Vocational	0	0	0	0	0	0	0	0	0	782	943	1304	1269
	Wyoming Comprehensive Assessment System	Writing	0	0	0	0	6826	0	0	0	7472	0	0	6800	0
	Wyoming Comprehensive Assessment System	Mathematics	0	0	0	0	6826	0	0	0	7472	0	0	6800	0
	Wyoming Comprehensive Assessment System	Reading	0	0	0	0	6826	0	0	0	7472	0	0	6800	0

Question 3.1.2 What percentage of the test items used in this component are changed each year?

Question 3.1.3 What percentage of the test items used in this component are released each year?

State	Component	Percent changed	Percent released
AK	California Achievement Test, fifth edition	none	none
	Norm-Referenced Testing		
AL	Alabama Direct Assessment of Writing	100%	100%
	Alabama Early Learning Inventory	0%	0%
	Alabama High School Graduation Exam, Third Edition	100%	None
	Alabama Reading Assessment: Grade 1	0%	0%
	Alabama Reading Assessment: Grade 2	0%	0%
	Stanford Achievement Test, 9th edition	0%	0%
AR	Criterion-Referenced Testing	100%	100% released to school districts only for use with students and teachers; not available for use by vendors or by other entities
	Norm-Referenced Testing	0	0
AS	Stanford Achievement Test Ninth Edition	none	none
AZ	CRT: Arizona's Instrument to Measure Standards (AIMS)	10 - 15 percent of AIMS items are anchor items and remain unchanged from year to year.	None
	NRT: Stanford Achievement Test, Ninth Edition	0	0
CA	Assessments in Career Education	65%	1% per subject area.
	CHSPE	100%	0%
	GED	0 %	Unknown
	Golden State Exams	Varies	Varies 0% -1%
	Physical Fitness Test	0% of test items are now consistent from year to year. 1999-2000 is not a reporting year therefore no data for this year.	100%
	Standardized Testing and Reporting Program (STAR)	50% items 0% of Stanford 9	Currently none
CO	Reading, Writing, Mathematics, and Science	25%	25%
CT	Connecticut Academic Performance Test (CAPT)	100%	60%
	Connecticut Mastery Test (CMT)	90% when a form change is made, usually every 2 years	Writing prompts are released each year. 100% are released when a form change is made, usually every 2 years.

Question 3.1.2 What percentage of the test items used in this component are changed each year?

Question 3.1.3 What percentage of the test items used in this component are released each year?

State	Component	Percent changed	Percent released
DC	Stanford Achievement Tests-Ninth Edition	Not any	Not any
DE	Delaware Student Testing Program - Mathematics NRT	None	None
	Delaware Student Testing Program - Reading NRT	None	None
	Delaware Student Testing Program - Science 8 & 11		
	Delaware Student Testing Program - Social Studies 8 & 11	30%	None at this time
	Delaware Student Testing Program - Standards-Based Mathematics	17%	8%
	Delaware Student Testing Program - Standards-Based Reading	Approximately 30%	Approximately 30%
	Delaware Student Testing Program - Standards-Based Writing	67%. The stand-alone writing prompts are changed each year. The text-based writing prompts are not.	67%. The stand-alone writing prompts are released each year.
DoDEA	CTB TerraNova Multiple Assessment	None	None
FL	No Response to 1999-2000 Survey		
GA	Criterion-Referenced Competency Tests (CRCT)	100%, except linking items	100%, except linking and field test items
	Georgia High School Graduation Tests (GHSGT)	100% of the live administration items, other than items needed for equating. 800 new test items are developed and field tested each year. Items that are accepted are placed into the item bank.	0%
	Georgia Kindergarten Assessment Program-Revised (GKAP-R)	none	none
	Iowa Tests of Basic Skills	None	None
	Writing Test	100% for grades 5, 8, and 11.	0%
GU	SAT9 Norm-Referenced Test	0%	0%
HI	Stanford Achievement Test 9th Ed. Abbreviated	None	None
IA	Standardized Testing ITBS and ITED	NA	NA
ID	Math Assessment	100%	100%
	Norm-Referenced Test	None	None
	Writing Assessment	100%	100%

Question 3.1.2 What percentage of the test items used in this component are changed each year?

Question 3.1.3 What percentage of the test items used in this component are released each year?

State	Component	Percent changed	Percent released
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	About 65%	Writing-all are released; reading-one complete passage and 20 items per grade; mathematics-10-15 items per grade.
IN	Statewide Assessment	40% (100% of constructed response items are changed each year, 10-20 % of multiple choice)	33% (100% of constructed response items)
KS	Kansas Assessment Program	100%	None
KY	Alternate Portfolio	Not Applicable	Not Applicable
	KCCT On-Demand	20% of the Open Response and Multiple Choice	15% of the Open Response and Multiple Choice
	National Norm-Referenced Test	None	None
	Writing Portfolio Assessment	Not Applicable	Not Applicable
LA	Graduation Exit Examination (GEE)	About 60% are changed	None are released
	LEAP 21 Grades 4, 8	About 75%	About 25%
	The Iowa Tests, Complete Battery	None are changed	None are released
MA	Massachusetts Comprehensive Assessment System (MCAS)	One hundred percent of items used to determine student, school, and district scores are changed each year.	One hundred percent of the items on which student, school, and district scores are based are released each year.
MD	High School Assessments	100% of the test items were new and were used in the 1999-2000 field test year. It has not yet been determined the percentage of test items used in this component that will be changed each year in the future.	One test form per content area (varies from 40% to 60% of the test items per content area).
	Maryland Functional Tests	50%	0
	Maryland School Performance Assessment Program (MSPAP)	75%	1%
ME	Maine Educational Assessment	Approximately 30% of items change, except in writing which utilizes two new prompts each year.	Items common to all students are released (approximately 30%)
MI	Grade 4 and 7 Reading and Mathematics	100%	0
	Grade 5 and 8 Science, Social Studies, and Writing	80%	100% of writing. 10% of science 10-20% of social studies
	MEAP High School Test	90%	50%
MN	Basic Standards Tests	90%; 100% for Writing	Reading and Mathematics items are released usually one to two years after they appear on an initial form; 100% for Writing
	Minnesota Comprehensive Assessments	100%	Base test items (Reading, Math) released every 2-3 years. Writing prompts released annually.

Question 3.1.2 What percentage of the test items used in this component are changed each year?

Question 3.1.3 What percentage of the test items used in this component are released each year?

State	Component	Percent changed	Percent released
MO	MAP	Approximately 50%	Approximately 50%
MP	Stanford Achievement Test, Ninth Edition	none	
MS	Career Planning and Assessment System	None for most tests, although some vocational specific assessments may be revised if there are major curriculum changes.	None.
	Functional Literacy Examination	New form of test is created from item bank each year.	None
	Norm-Referenced Testing	None.	None
MT	Student Assessment Requirement	None.	None
NC	NC Annual Testing Program	Several forms of the tests are available. The forms administered may vary each year.	For the past two years at least one form or 33.3 percent of the items are released annually.
	NC Testing Program - Competency Testing	0	0
	NC Tests of Computer Skills	0	None
	Norm-Referenced Testing Program	None - Commercially developed standardized achievement Test - Form K of the Iowa Tests of Basic Skills (ITBS).	None known
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	None	None
NE	No State Assessments 1999-2000	Does not apply	Does not apply
NH	NH Educational Improvement and Assessment Program	30%	30%
NJ	Elementary School Proficiency Assessment	75%	Complete sample tests for ESPA are posted on the department's website. Similarly, one ESPA open-ended question with a response will be released annually.
	Grade 11 High School Proficiency Test	75%	Writing tasks are released - the task is 60% of the writing score.
	Grade Eight Proficiency Assessment	75%	Complete sample tests for GEPA are posted on the department's website. Similarly, one GEPA open-ended question with a response will be released annually.
NM	NM Achievement Assessment	0 %	NA
	NM High School Competency Exam	25% - 30%	None - secure examination
	NM Writing Assessment Program	100%	Writing prompts are known to all interested parties following test administration.

Question 3.1.2 What percentage of the test items used in this component are changed each year?

Question 3.1.3 What percentage of the test items used in this component are released each year?

State	Component	Percent changed	Percent released
NM	Reading Assessments for Grades 1 and 2	District option (LEA chooses instrument to assess proficiency)	District option (LEA decision)
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	100%	100% Writing prompts are easily recalled by students and teachers and are therefore released each year. Rubrics for the tests are freely distributed to assist writing instruction. These are available on the Nevada DOE website at www.nde.state.nv.us
	High School Proficiency Examination	75% of Math and Reading items are changed on each administration. Two new Writing prompts are used on each administration.	Approximately 20% for Reading and Mathematics. 100% for Writing.
	Norm-Referenced Testing at Grades 4, 8, and 10	none - TerraNova FORM A (CTB/McGraw-Hill) used at each grade	0
NY	New York State Testing Program	100%	65%
	Occupational Education Proficiency Examinations	98%	95%
	Program Evaluation Tests (PET)	The science test is reused without change for a period of years.	0% for gr 4 science
	Regents Competency Tests	90%	85%
	Regents Examination Program	97%	97%
	Second Language Proficiency Exams	100%	80%
OH	12th-Grade Proficiency Testing	90-100 % different from previous year	100% of operational items are released July 1
	4th-Grade Proficiency Testing	60-70%; 90-100% different from previous years	100% of operational items are released July 1
	6th-Grade Proficiency Testing	60-70%; 90-100% different from previous year	100% of the operational items are released on July 1
	9th-Grade Proficiency Testing	90-100% different from previous year	100% of the operational items are released on July 1
OK	Oklahoma Core Curriculum Tests - Multiple Choice	80%	Sample questions released each year that will not be utilized in future tests.
	Oklahoma Core Curriculum Tests - Writing	100%	Writing prompts are not reused in future assessments.
OR	Reading, Writing, Science, and Mathematics Assessment	60% for Reading, 75% for Writing, 60% for Mathematics Multiple-Choice, 60% for Science and 100% for Mathematics Problem Solving	15% for Reading, Science, and Mathematics Multiple-Choice; 50% for Writing; and 100% for Mathematics Problem Solving
PA	Reading, Mathematics	50% Math, 25% Reading	10% Math, 20% Reading

Question 3.1.2 **What percentage of the test items used in this component are changed each year?**

Question 3.1.3 **What percentage of the test items used in this component are released each year?**

State	Component	Percent changed	Percent released
PR	Pruebas Puertorriqueñas de Competencias Escolares	During the last four years the items have not been changed.	In 1996-97 at least 15% were released.
RI	English Lang. Arts & Math Performance Assessment	All	None, although sample items and practice items are available.
	Health Education Performance Assessment	About 20% -- several items are released to the public and school districts each year and used for professional development and as examples of sample items	About 20% -- all replaced items are released to the public and school districts
	Writing Performance Assessment	100%	100%
SC	Criterion-Referenced Tests - BSAP - High School Exit Examination	All items are changed each year except for the linking items.	none
	Criterion-Referenced Tests - PACT grades 3 - 8	All items are changed each year except for the linking items.	none
	Criterion-Referenced Tests - Readiness Test	none	none
	Norm-Referenced Testing - TerraNova sample testing	The grade levels will change from year to year. The tests within a grade are the same from year to year.	none
SD	Stanford Achievement Test, Ninth Edition	None	None
	Stanford Writing Assessment Program, Third Edition	100% There is a new prompt each year	None
TN	Achievement Test (3-8)	Minimum of 70%	0
	Competency Test	100%	0%
	High School End of Course	100%	0
	TCAP Writing Assessment (4, 7, 11)	100%	100%
TX	Reading Proficiency Tests in English (RPTE)	100%	100%
	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	100% of items	100% of items
UT	Core Curriculum Testing (Perf. Assessment)	0	0
	Norm-Referenced Testing	None	none
	Utah Core Assessment CRT Program	Over the next few years, as U-PASS is fully implemented, 80% to 100% of the Core Assessments will be new items.	None at the current time.

Question 3.1.2 What percentage of the test items used in this component are changed each year?

Question 3.1.3 What percentage of the test items used in this component are released each year?

State	Component	Percent changed	Percent released
VA	Standards of Learning (SOL) Assessment Program	Approximately 70% of test items on each new test form are unique. It is anticipated that two new forms will be developed and used in each administration.	The Department plans to release a portion of items from the main test form following each spring administration.
	Virginia Literacy Testing Program	Some rotation of previously used test forms. Test forms are always different from those administered in most recent test administrations.	No
	Virginia State Assessment NRT Program	0	0
VI	Terra Nova Assessments Series	None	None
VT	Standard's Referenced Exams (NSRE)	NSRE–about half. All of the multiple choice questions stay the same as they are the basis for the SAT9 estimated score. Vermont Developmental Reading Assessment-0%	None
	Vermont Developmental Reading Assessment	None	None
WA	Norm-Referenced Testing	0	0
	Second Grade Reading	None	All
	Washington Assessment of Student Learning	70%	0%
WI	Reading Comprehension	100% A new test is developed every year.	100% All test items used are released every year as a new test is developed each year but we administer a linking test in selected districts (approximately 1,000 students) after administration of the regular WRCT. This linking test becomes part of the next year's test.
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	100%; A new test form is used every year.	None, as they belong to our contractor, CTB McGraw-Hill
WV	ACT Explore	none	none
	ACT Work Keys	None	None
	National Assessment of Educational Progress	none	none
	Norm-referenced Test	None	None
	Writing Assessment	Different prompt each year.	None
WY	Carl Perkins Assessment	Vocational education does not change. It is entirely performance based. Reading, writing, and mathematics assessment was administered in April of 2000.	Reading, writing, and mathematics state assessment items will be released at a rate of 50% for reading and 10% for math.

Question 3.1.2 What percentage of the test items used in this component are changed each year?

Question 3.1.3 What percentage of the test items used in this component are released each year?

State	Component	Percent changed	Percent released
WY	Wyoming Comprehensive Assessment System	In addition to replacing released items, problem items are replaced each year. The total percentage of replaced items ranges between 10-15% each year in each content area.	Approximately 40-50% of the common items in mathematics and reading. The single common writing prompt is released at each grade level. Because we use both matrix and common items, the released items are approximately 10% of the item pool in each subject area.

Question 3.1.4 In what year was the conceptual design for this assessment component most recently revised substantially? If it has not been revised substantially, please write "NA."

State	Component	School Year	How was it revised?
AK	California Achievement Test, fifth edition	NA	
	Norm-Referenced Testing	1995-96	Changed NRT from ITBS to CAT/5
AL	Alabama Direct Assessment of Writing	NA	
	Alabama Early Learning Inventory	NA	
	Alabama High School Graduation Exam, Third Edition	2000	Higher Standards
	Alabama Reading Assessment: Grade 1	NA	
	Alabama Reading Assessment: Grade 2	NA	
	Stanford Achievement Test, 9th edition	1995	
AR	Criterion-Referenced Testing	piloted in 1997-98	
	Norm-Referenced Testing	NA	New NRT adopted every five years
AS	Stanford Achievement Test Ninth Edition	NA	
AZ	CRT: Arizona's Instrument to Measure Standards (AIMS)	1999-2000	High school math was revised. The first administration of the revised test was in spring 2001. The high school reading was also revised during this period. The new math test is based on a smaller and streamlined number of concepts and performance objectives. Both the reading and mathematics test consist of multiple choice items only.
	NRT: Stanford Achievement Test, Ninth Edition	1995	Revised, rewritten, and renormed
CA	Assessments in Career Education	97-98 first year of administration	N/A
	CHSPE	N/A	
	GED	1988	Content was changed to place a higher emphasis on critical thinking, technology, and situational life problems appropriate for adults. An essay was added to better assess writing skills.
	Golden State Exams	NA	
	Physical Fitness Test	1994-95	This was the year it was selected. Prior year was a different test.
	Standardized Testing and Reporting Program (STAR)	2000-2001	Math test increased from 35 to 50 items for augmented math
CO	Reading, Writing, Mathematics, and Science	NA	

Question 3.1.4 In what year was the conceptual design for this assessment component most recently revised substantially? If it has not been revised substantially, please write "NA."

State	Component	School Year	How was it revised?
CT	Connecticut Academic Performance Test (CAPT)	1994	Initial implementation
	Connecticut Mastery Test (CMT)	1993	A new generation was introduced
DC	Stanford Achievement Tests- Ninth Edition	NA	NA
DE	Delaware Student Testing Program - Mathematics NRT	NA	
	Delaware Student Testing Program - Reading NRT	NA	
	Delaware Student Testing Program - Science 8 & 11		
	Delaware Student Testing Program - Social Studies 8 & 11	NA	
	Delaware Student Testing Program - Standards-Based Mathematics	NA	
	Delaware Student Testing Program - Standards-Based Reading	NA	
	Delaware Student Testing Program - Standards-Based Writing	NA	
DoDEA	CTB TerraNova Multiple Assessment	NA	
FL	No Response to 1999-2000 Survey		
GA	Criterion-Referenced Competency Tests (CRCT)	NA	
	Georgia High School Graduation Tests (GHSGT)	NA	
	Georgia Kindergarten Assessment Program-Revised (GKAP-R)	1997-1998	Complete redesign of skills assessed, corresponding to revision of the QCC.
	Iowa Tests of Basic Skills	NA	
	Writing Test	8th grade: 1999	New constructs and rubrics were developed and used.
GU	SAT9 Norm-Referenced Test	N/A	
HI	Stanford Achievement Test 9th Ed. Abbreviated	SY 1999-2000	Grades 3, 5, 8, and 10 were administered the assessment. SY 1998-1999 the SAT9 (Complete Battery) was administered in grades 3, 5, 7, and 9.
IA	Standardized Testing ITBS and ITED	NA	
ID	Math Assessment	NA	

Question 3.1.4 In what year was the conceptual design for this assessment component most recently revised substantially? If it has not been revised substantially, please write "NA."

State	Component	School Year	How was it revised?
ID	Norm-Referenced Test	NA	
	Writing Assessment	1996-97	Changed scoring standards and "push" for writing purpose.
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	1998-99	Change from goal assessment to standards assessment program.
IN	Statewide Assessment	1995-96	Changed content (added constructed response items in E/la and math). Changed grade levels tested. Changed time of year.
KS	Kansas Assessment Program	2000	Reading, Writing and Math are new.
KY	Alternate Portfolio	NA	
	KCCT On-Demand	NA	
	National Norm-Referenced Test	NA	
	Writing Portfolio Assessment	NA	
LA	Graduation Exit Examination (GEE)	NA	
	LEAP 21 Grades 4, 8	NA	
	The Iowa Tests, Complete Battery		A new form of the test is now available and will be implemented and operational in 2001-2002 school year.
MA	Massachusetts Comprehensive Assessment System (MCAS)	na	na
MD	High School Assessments	NA	
	Maryland Functional Tests	NA	
	Maryland School Performance Assessment Program (MSPAP)		
ME	Maine Educational Assessment	1998	Redesigned to measure state standards and report in performance levels.
MI	Grade 4 and 7 Reading and Mathematics	Mathematics 1991 and Reading 1989	
	Grade 5 and 8 Science, Social Studies, and Writing	1996 for writing and science	Writing test was new in 1996. Science changed from entirely multiple choice to a mix of multiple choice and constructed responses. Social studies was new in 1999.

Question 3.1.4 **In what year was the conceptual design for this assessment component most recently revised substantially? If it has not been revised substantially, please write "NA."**

State	Component	School Year	How was it revised?
MI	MEAP High School Test	1997-1998, 1999	Tests were shortened by 1/4 to 1/3 in math and science. One of three writing prompts was eliminated. The reading test was also shortened. Time of year changed. Social Studies was added in 1998-99.
MN	Basic Standards Tests	NA	
	Minnesota Comprehensive Assessments	NA	
MO	MAP	NA	
MP	Stanford Achievement Test, Ninth Edition	NA	
MS	Career Planning and Assessment System	1996-97	CPAS was designed with first usage of ACT WorKeys and piloting of Occupational Specific Assessments in 1996-97.
	Functional Literacy Examination	1988	Last addition to item bank.
	Norm-Referenced Testing	1996	Normed in Spring 1996.
MT	Student Assessment Requirement		NA
NC	NC Annual Testing Program	1992-93	The assessment instruments for the North Carolina Annual Testing Program changed from commercially developed nationally norm-referenced achievements tests to North Carolina-developed state-normed curriculum based end-of-grade tests in grades 3-8. In addition, as of 1992-93, language as a separate component was no longer assessed. The design focused on multiple measures including open-ended in order to have a comprehensive assessment program.
	NC Testing Program - Competency Testing	1994-95	New competency tests and standards for entering ninth-graders beginning with the 1994-95 school year. Computer skills tests (multiple choice and performance) were implemented effective with the 1996-97 school year for eighth graders as a graduation (high school) requirement for graduates of 2001 and after.
	NC Tests of Computer Skills	1996-97 initially implemented.	NA
	Norm-Referenced Testing Program	1992-93	NA

Question 3.1.4 **In what year was the conceptual design for this assessment component most recently revised substantially? If it has not been revised substantially, please write "NA."**

State	Component	School Year	How was it revised?
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	1997-1998	We used a Test Selection Team consisting of 10 educators from the field and 8 people from the Department to go through a new test selection process.
NE	No State Assessments 1999-2000	NA	
NH	NH Educational Improvement and Assessment Program	NA	
NJ	Elementary School Proficiency Assessment	NA	ESPA test specifications were released in 1998
	Grade 11 High School Proficiency Test	1993 - 1994	Field tested in 1990. Operational in 1993 at which time 11th graders were required to pass for graduation. Prior to this time, test was administered at the 9th grade level.
	Grade Eight Proficiency Assessment	1997-1999	GEPA test specifications were released in 1998
NM	NM Achievement Assessment	1997-98	Addition of grades 3, 5, 7, and 9
	NM High School Competency Exam	1996-97	Standard setting aligned exam to new Content Standards and Benchmarks
	NM Writing Assessment Program	1997-98	Change from portfolio assessment to direct, on-demand writing assessment
	Reading Assessments for Grades 1 and 2	1990-91	Local LEA options implemented
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	School Year 1999-2000	Rubrics for scoring direct writing assessments updated to be consistent with new state standards and become effective in 2001.
	High School Proficiency Examination	1997-1998	Changed from Norm to Criterion-Referenced in reading and mathematics. Tests lengthened, standards raised, tests created to reflect required statewide curricula through high school.
	Norm-Referenced Testing at Grades 4, 8, and 10	1995-96	Instrument was introduced/normed
NY	New York State Testing Program	NA	
	Occupational Education Proficiency Examinations	NA	
	Program Evaluation Tests (PET)	1999-2000	
	Regents Competency Tests	NA	

Question 3.1.4 **In what year was the conceptual design for this assessment component most recently revised substantially? If it has not been revised substantially, please write "NA."**

State	Component	School Year	How was it revised?
NY	Regents Examination Program	1999-2000	The content and formats of the Regents examinations are being revised so that they will be fully aligned with the NYS' learning standards.
	Second Language Proficiency Exams	NA	
OH	12th-Grade Proficiency Testing	NA	
	4th-Grade Proficiency Testing	NA	
	6th-Grade Proficiency Testing	NA	
	9th-Grade Proficiency Testing	NA	
OK	Oklahoma Core Curriculum Tests - Multiple Choice	NA	
	Oklahoma Core Curriculum Tests - Writing	NA	
OR	Reading, Writing, Science, and Mathematics Assessment	1995-1996	The Oregon Legislature and the State Board of Education changed the assessment system from a program evaluation to an individual student accountability system.
PA	Reading, Mathematics	NA	
PR	Pruebas Puertorriqueñas de Competencias Escolares	1996-97	Some competencies were changed in order to align the test to the standards. Some items were eliminated, others added.
RI	English Lang. Arts & Math Performance Assessment	NA	
	Health Education Performance Assessment	1997-98	The instrument was changed from completely constructed response format to a mixed model which includes multiple-choice items
	Writing Performance Assessment	NA	
SC	Criterion-Referenced Tests - BSAP - High School Exit Examination	NA	
	Criterion-Referenced Tests - PACT grades 3 - 8	NA	
	Criterion-Referenced Tests - Readiness Test	NA	

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Question 3.1.4 In what year was the conceptual design for this assessment component most recently revised substantially? If it has not been revised substantially, please write "NA."

State	Component	School Year	How was it revised?
SC	Norm-Referenced Testing - TerraNova sample testing	1999	The NRT was a census test before 1999 with scores returned at the student, school, district, and state levels. In 1999 the NRT was administered to a sample of students in grades 3, 6, and 9 with scores reported at the state level only.
SD	Stanford Achievement Test, Ninth Edition	1997-98	A new SAT9 was released in 1996.
	Stanford Writing Assessment Program, Third Edition	1995	Scoring remained the same but new prompts were developed.
TN	Achievement Test (3-8)	1997-98	More emphasis on graphics and higher-order thinking skills and application
	Competency Test	NA	
	High School End of Course	1998-99	development of new content standards and performance indicators
	TCAP Writing Assessment (4, 7, 11)	NA	
TX	Reading Proficiency Tests in English (RPTE)	NA. The RPTE is a new assessment instrument.	
	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	1999-2000	The 1999-2000 school year marked the full integration of testing with the new statewide curriculum, the Texas Essential Knowledge and Skills (TEKS).
UT	Core Curriculum Testing (Perf. Assessment)		
	Norm-Referenced Testing	NA	
	Utah Core Assessment CRT Program	1999-2000	We are adding Secondary Language Arts assessments in grades 7 through 11, and adding a Basic Skills Competency Test. Finally, new assessments will have some short-answer constructed responses.
VA	Standards of Learning (SOL) Assessment Program	Program implemented spring 1998	
	Virginia Literacy Testing Program	NA	
	Virginia State Assessment NRT Program	1997-98	na
VI	Terra Nova Assessments Series	NA	
VT	Standard's Referenced Exams (NSRE)	NA	

Question 3.1.4 In what year was the conceptual design for this assessment component most recently revised substantially? If it has not been revised substantially, please write "NA."

State	Component	School Year	How was it revised?
VT	Vermont Developmental Reading Assessment	NA	
WA	Norm-Referenced Testing	NA	
	Second Grade Reading	1997-98	New development
	Washington Assessment of Student Learning	NA	
WI	Reading Comprehension	NA	The conceptual design for the WRCT has remained the same since its conception.
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	1995-96	
WV	ACT Explore	NA	
	ACT Work Keys	NA	
	National Assessment of Educational Progress	NA	
	Norm-referenced Test	1995-96	The SAT-9 was first administered in 1995-96 and the same form continues to be administered through at least 2001.
	Writing Assessment	NA	
WY	Carl Perkins Assessment	NA	
	Wyoming Comprehensive Assessment System	1999-2000	The relative proportion of common to matrix items increased slightly this year and the number of matrix forms increased from 6 to 8. Also, the number of released items was increased by a factor of 2-3, depending on content area.

Question 3.1.5 When were the assessments in this component administered to students and results returned to school districts?

State	Component	Administered	Returned
AK	California Achievement Test, fifth edition	March	May
	Norm-Referenced Testing	Spring	Spring
AL	Alabama Direct Assessment of Writing	May	August
	Alabama Early Learning Inventory	August and September	September and October
	Alabama High School Graduation Exam, Third Edition	September	October
		March	April
		July	September
	Alabama Reading Assessment: Grade 1	August and September	September and October
	Alabama Reading Assessment: Grade 2	August and September	September and October
	Stanford Achievement Test, 9th edition	April	May
AR	Criterion-Referenced Testing	April/May	August
	Norm-Referenced Testing	September	October
AS	Stanford Achievement Test Ninth Edition	May	August
AZ	CRT: Arizona's Instrument to Measure Standards (AIMS)	April/May	August/September
	NRT: Stanford Achievement Test, Ninth Edition	April	May/June
CA	Assessments in Career Education	May 1998	November/December 1998
		May 1999	November/December 1999
		May 2000	November 2000
	CHSPE	April	May
		November	December
	GED	Ongoing	Ongoing
	Golden State Exams	January	May
		May	October
	Physical Fitness Test	March	September
		April	September
		May	September
	Standardized Testing and Reporting Program (STAR)	March - May	No later than July 8
CO	Reading, Writing, Mathematics, and Science	Grade 5 - September 1999	Grade 5 - March 2000
		All others - March 2000	Grade 3 - May 2000; Grades 4, 7 July 2000; Grade 8 September 2000
CT	Connecticut Academic Performance Test (CAPT)	May	September
	Connecticut Mastery Test (CMT)	September	December
		October	December

Question 3.1.5 When were the assessments in this component administered to students and results returned to school districts?

State	Component	Administered	Returned
DC	Stanford Achievement Tests- Ninth Edition	April 2000	May 2000
		September 1999	October 1999
DE	Delaware Student Testing Program - Mathematics NRT	April 2000	June 2000
	Delaware Student Testing Program - Reading NRT	April 2000	June 2000
	Delaware Student Testing Program - Science 8 & 11	April/May 2000	October 2000
	Delaware Student Testing Program - Social Studies 8 & 11	April/May 2000	October 2000
	Delaware Student Testing Program - Standards-Based Mathematics	April 2000	June 2000
	Delaware Student Testing Program - Standards-Based Reading	April 2000	June 2000
	Delaware Student Testing Program - Standards-Based Writing	April 2000	June 2000
DoDEA	CTB TerraNova Multiple Assessment	March 2000	June 2000
FL	No Response to 1999-2000 Survey		
GA	Criterion-Referenced Competency Tests (CRCT)	April	September
	Georgia High School Graduation Tests (GHSGT)	March	May
		July	August
		September and November	October and December
	Georgia Kindergarten Assessment Program-Revised (GKAP-R)	Cumulative, 3 times during the year	June
	Iowa Tests of Basic Skills	March/April	May
	Writing Test	5, 8 : January	May
		11: 4 times during the year	about 3 months later
		3: throughout the year	May
GU	SAT9 Norm-Referenced Test	April	July
HI	Stanford Achievement Test 9th Ed. Abbreviated	April	August
IA	Standardized Testing ITBS and ITED	Local decision	
ID	Math Assessment	January	April
	Norm-Referenced Test	October	December
	Writing Assessment	January	April
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	February, 1999 for reading, writing, and math	May, 1999

Question 3.1.5 When were the assessments in this component administered to students and results returned to school districts?

State	Component	Administered	Returned
IN	Statewide Assessment	October 1999	January 2000
KS	Kansas Assessment Program	March	May
KY	Alternate Portfolio	March	September
	KCCT On-Demand	April	September
	National Norm-Referenced Test	April	August
	Writing Portfolio Assessment	March	September
LA	Graduation Exit Examination (GEE)	April	May
	LEAP 21 Grades 4, 8	March	May
	The Iowa Tests, Complete Battery	March	May
MA	Massachusetts Comprehensive Assessment System (MCAS)	April 2000 (long composition)	November 2000
		May 2000 (all other content tests)	November 2000
MD	High School Assessments	January	Field test items were not returned to school districts.
		May	Field test items were not returned to school districts.
	Maryland Functional Tests	October-Reading and Mathematics	December-Reading and Mathematics
		December-Writing	April-Writing
		April-Reading and Mathematics; April and July-Writing	May-Reading and Mathematics; May and August-Writing
	Maryland School Performance Assessment Program (MSPAP)	May	November
ME	Maine Educational Assessment	November	May
		March	August/September
MI	Grade 4 and 7 Reading and Mathematics	February	May
	Grade 5 and 8 Science, Social Studies, and Writing	February	May
	MEAP High School Test	May	September
MN	Basic Standards Tests	February	April
		January for Writing	May for Writing
	Minnesota Comprehensive Assessments	March	June
MO	MAP	April - May 2000	August - November 1999
MP	Stanford Achievement Test, Ninth Edition	May 2000	August 2000
MS	Career Planning and Assessment System	May 2000	July 2000
	Functional Literacy Examination	November 1999	January 2000
		March 2000	May 2000

Question 3.1.5 When were the assessments in this component administered to students and results returned to school districts?

State	Component	Administered	Returned
MS	Norm-Referenced Testing	April 2000	July 2000
MT	Student Assessment Requirement	March/April	Late spring/summer
			State doesn't get data until the next fall/statewide report the next January
NC	NC Annual Testing Program	EOG-Last three weeks of school year	Immediately/scanned and scored locally
		EOC-Last 10 days of course	Immediately/scanned and scored locally
	NC Testing Program - Competency Testing	Fall 1999	Fall 1999
		Spring 2000	Spring 2000
		Summer 2000	Summer 2000
	NC Tests of Computer Skills	Fall	Two months later
		Spring	Two months later
		Summer	Two months later
	Norm-Referenced Testing Program	April	June
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	March 2000	April 2000
NE	No State Assessments 1999-2000	February (writing assessment)	April
NH	NH Educational Improvement and Assessment Program	May 2000	October 2000
NJ	Elementary School Proficiency Assessment	May	July
	Grade 11 High School Proficiency Test	October	January
		April	June
	Grade Eight Proficiency Assessment	March	June
NM	NM Achievement Assessment	March	May (Phase I)
		March	October (Phase II)
	NM High School Competency Exam	January/February	April
	NM Writing Assessment Program	March	May
	Reading Assessments for Grades 1 and 2	LEA option	LEA option
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	September (Gr. 8)	October (Gr. 8)
		November (4) – October (12)	January (4) – November (12)
		February (Gr. 11)	March (Gr. 11)
	High School Proficiency Examination	October	November
		February	March
		April	May
	Norm-Referenced Testing at Grades 4, 8, and 10	October	December/January

Question 3.1.5 When were the assessments in this component administered to students and results returned to school districts?

State	Component	Administered	Returned
NY	New York State Testing Program	January	May
		May	October
	Occupational Education Proficiency Examinations	January, June	Scored locally
		August (Intro. To Occ.)	Scored locally
	Program Evaluation Tests (PET)	May	Scored locally
	Regents Competency Tests	January, June & August	Scored locally
			Writing tests returned in March, July, and September
	Regents Examination Program	June	Scored locally
		January & August selected core subject areas	Scored locally
	Second Language Proficiency Exams	June	Scored locally
OH	12th-Grade Proficiency Testing	February	April
	4th-Grade Proficiency Testing	March	May
	6th-Grade Proficiency Testing	March	May
	9th-Grade Proficiency Testing	October	January
		March	May
		May	May
OK	Oklahoma Core Curriculum Tests - Multiple Choice	February/March	May
	Oklahoma Core Curriculum Tests - Writing	February	May
OR	Reading, Writing, Science, and Mathematics Assessment	February	April
		April	May
PA	Reading, Mathematics	April	August
PR	Pruebas Puertorriqueñas de Competencias Escolares	May 2000	September 2000
RI	English Lang. Arts & Math Performance Assessment	March 2000	August 2000
	Health Education Performance Assessment	March 2000	June 2000
	Writing Performance Assessment	March 2000	June 2000
SC	Criterion-Referenced Tests - BSAP - High School Exit Examination	April	July
		October	December
		July	September
	Criterion-Referenced Tests - PACT grades 3 - 8	April - May	October

Question 3.1.5 When were the assessments in this component administered to students and results returned to school districts?

State	Component	Administered	Returned
SC	Criterion-Referenced Tests - Readiness Test	July - September - 1st 15 days of the school year	August - October - approximately 15 days after materials are returned
	Norm-Referenced Testing - TerraNova sample testing	April	
SD	Stanford Achievement Test, Ninth Edition	March - April	May
	Stanford Writing Assessment Program, Third Edition	October	December
TN	Achievement Test (3-8)	March/April	May/June
	Competency Test	October	December
		February	April
		June, July	July, August
	High School End of Course	December/January	January/February
		May/June	June/July
	TCAP Writing Assessment (4, 7, 11)	February	June
TX	Reading Proficiency Tests in English (RPTE)	March	April, May
	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	Various	Various
UT	Core Curriculum Testing (Perf. Assessment)	Local decision	Self scored
	Norm-Referenced Testing	September/October	November
	Utah Core Assessment CRT Program	May/June	June/July/August
VA	Standards of Learning (SOL) Assessment Program	March-May	14 days after received
		December/January	14 days after received
		Summer	14 days after received
	Virginia Literacy Testing Program	February	May
		October	December
		July	September
	Virginia State Assessment NRT Program	na	na
		na	na
		na	na
VI	Terra Nova Assessments Series	March	June
VT	Standard's Referenced Exams (NSRE)	March-April	September
	Vermont Developmental Reading Assessment	May	August
WA	Norm-Referenced Testing	March/April	June/July
	Second Grade Reading	October	October
	Washington Assessment of Student Learning	April/May	August
WI	Reading Comprehension	March 1999	September 1999

Question 3.1.5 When were the assessments in this component administered to students and results returned to school districts?

State	Component	Administered	Returned
WI	Wisconsin Knowledge and Concepts of Examinations (WKCE)	February/March 2001	May-July 2001
WV	ACT Explore	October 1999	February 2000
	ACT Work Keys	October 1999	December 1999
	National Assessment of Educational Progress	February 1999	February 2000
	Norm-referenced Test	April 1999	May 1999
	Writing Assessment	March 1999	August 1999
WY	Carl Perkins Assessment	April 2000	September 2000
	Wyoming Comprehensive Assessment System	April 2000	June 2000

Question 3.1.6 What important changes, additions, or deletions occurred in this component during 1999-2000? Explain each change, addition, or deletion and who initiated them. (Check "No significant changes" if there were none.)

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
AK	California Achievement Test, fifth edition							☑
	Norm-Referenced Testing							☑
AL	Alabama Direct Assessment of Writing					Revised focused holistic rubric		☐
	Alabama Early Learning Inventory							☑
	Alabama High School Graduation Exam, Third Edition		Resolution to develop graduation exam with much higher standards based on newly implemented course requirements.					☐
	Alabama Reading Assessment: Grade 1							☑
	Alabama Reading Assessment: Grade 2							☑
	Stanford Achievement Test, 9th edition							☑
AR	Criterion-Referenced Testing					Added a 6th Grade Intermediate Benchmark Exam and initiated a Portfolio System for students who cannot be tested on standardized tests.		☐
	Norm-Referenced Testing							☑
AS	Stanford Achievement Test Ninth Edition							☑
AZ	CRT: Arizona's Instrument to Measure Standards (AIMS)							☐
	NRT: Stanford Achievement Test, Ninth Edition		Adaptations were adopted for students with disabilities	Grades to be tested were shifted to grades 2-11 for 1999.				☐
CA	Assessments in Career Education							☑

Question 3.1.6 What important changes, additions, or deletions occurred in this component during 1999-2000? Explain each change, addition, or deletion and who initiated them. (Check "No significant changes" if there were none.)

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
CA	CHSPE							☑
	GED							☑
	Golden State Exams							☑
	Physical Fitness Test							☑
	Standardized Testing and Reporting Program (STAR)		Items to "augment" the NRT to address state level content standards were developed (implemented 1999).					☐
CO	Reading, Writing, Mathematics, and Science			With the passage of Senate Bill 186, Grade 5 math and Grade 8 math and science were assessed.				☐
CT	Connecticut Academic Performance Test (CAPT)							☑
	Connecticut Mastery Test (CMT)							☑
DC	Stanford Achievement Tests- Ninth Edition					Piloting of SAT9 Writing Assessment at grades 3, 5, 8, and 11	Piloting of SAT9 Writing Assessment at grades 3, 5, 8, and 11- U.S. Department of Education	☐
DE	Delaware Student Testing Program - Mathematics NRT							☑
	Delaware Student Testing Program - Reading NRT							☑
	Delaware Student Testing Program - Science 8 & 11							☑
	Delaware Student Testing Program - Social Studies 8 & 11							☑
	Delaware Student Testing Program - Standards-Based Mathematics							☑

Question 3.1.6 What important changes, additions, or deletions occurred in this component during 1999-2000? Explain each change, addition, or deletion and who initiated them. (Check "No significant changes" if there were none.)

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
DE	Delaware Student Testing Program - Standards-Based Reading							☑
	Delaware Student Testing Program - Standards-Based Writing							☑
DoDEA	CTB TerraNova Multiple Assessment							☑
FL	No Response to 1999-2000 Survey							☐
GA	Criterion-Referenced Competency Tests (CRCT)							☑
	Georgia High School Graduation Tests (GHSGT)						NOTE: No significant changes were made to the test as it is administered. However, the state's A+ Education Reform Act of 2000 created End of Course Tests that will replace the GHSGT some time after Spring 2003.	☑
	Georgia Kindergarten Assessment Program-Revised (GKAP-R)							☑
	Iowa Tests of Basic Skills							☑
	Writing Test					Testing accommodations for students with disabilities were revised.		☐
GU	SAT9 Norm-Referenced Test							☑
HI	Stanford Achievement Test 9th Ed. Abbreviated					Grades 3, 5, 8, and 10 were administered the Stanford 9 Abbreviated multiple-choice tests in two subtests (Reading Comprehension and Mathematics Problem Solving).		☐
IA	Standardized Testing ITBS and ITED	NA						☐

Question 3.1.6 What important changes, additions, or deletions occurred in this component during 1999-2000? Explain each change, addition, or deletion and who initiated them. (Check "No significant changes" if there were none.)

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
ID	Math Assessment							☑
	Norm-Referenced Test							☑
	Writing Assessment							☑
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program							☑
IN	Statewide Assessment							☑
KS	Kansas Assessment Program		Reading, writing, and mathematics assessments are new.					☐
KY	Alternate Portfolio							☑
	KCCT On-Demand							☑
	National Norm-Referenced Test							☑
	Writing Portfolio Assessment							☑
LA	Graduation Exit Examination (GEE)					Has plans to eventually phase out this assessment and replace with GEE 21. Students who start with this assessment will continue with it, but new students (10th grade 2000-2001) first time students will take the new GEE 21 assessment in the Spring of 2001.		☐
	LEAP 21 Grades 4, 8					Completed plans for implementation of GEE 21 and the Louisiana Alternate Assessment (LAA).	Schools held summer school for those students who scored unsatisfactory in English and/or Math.	☐

Question 3.1.6 What important changes, additions, or deletions occurred in this component during 1999-2000? Explain each change, addition, or deletion and who initiated them. (Check "No significant changes" if there were none.)

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
LA	The Iowa Tests, Complete Battery					Implemented Out-of Level testing within this component.	Riverside Publishing re-normed the test and created new test forms for use in Louisiana, which will be implemented in the spring of 2002.	☐
MA	Massachusetts Comprehensive Assessment System (MCAS)							☑
MD	High School Assessments		The Maryland State Board of Education postponed (to the 2003-2003 school year) the dates that the test would be operational and count toward graduation requirements.			The assessments were developed during the 1998-1999 school year. Field tests were administered in January and May 2000. Field tests will also be administered in January and May 2001.		☐
	Maryland Functional Tests							☑
	Maryland School Performance Assessment Program (MSPAP)							☑
ME	Maine Educational Assessment			Revised as the result of legislative adoption of Learning Results Standards		Developed and implemented the assessment design as required by the legislation		☐
MI	Grade 4 and 7 Reading and Mathematics							☑
	Grade 5 and 8 Science, Social Studies, and Writing							☑
	MEAP High School Test							☑

Question 3.1.6 What important changes, additions, or deletions occurred in this component during 1999-2000? Explain each change, addition, or deletion and who initiated them. (Check "No significant changes" if there were none.)

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
MN	Basic Standards Tests					The department has scaled the Basic Standards Test. A minimum score of 600 in reading and mathematics is required for high school graduation	Reading and Mathematics; an administrative law judge approved the Department's request to maintain the passing score at 75% correct and not increase to 80% as intended in the original rule; Writing has no significant change	☐
	Minnesota Comprehensive Assessments							☑
MO	MAP					MAP Assessments in Social Studies became mandatory. MAP was made voluntary in Health/Phys. Ed.		☐
MP	Stanford Achievement Test, Ninth Edition							☑
MS	Career Planning and Assessment System					Development of new Occupational Specific Assessments.		☐
	Functional Literacy Examination							☑
	Norm-Referenced Testing		Approved contract with CTB/McGraw Hill for this assessment component.			Negotiated contract with CTB/McGraw Hill for this assessment component.		☐
MT	Student Assessment Requirement						Federal requirements: An additional separate reporting of results for special education students.	☐
NC	NC Annual Testing Program		The open-ended assessment was suspended for one year due to insufficient funding. The open-ended assessment was reinstated in 1999-2000 at grades 4 and 8.	The legislature appropriated funds to reinstate the open-ended assessments at grades 4 and 8.				☐

Question 3.1.6 What important changes, additions, or deletions occurred in this component during 1999-2000? Explain each change, addition, or deletion and who initiated them. (Check "No significant changes" if there were none.)

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
NC	NC Testing Program - Competency Testing		The State Board of Education in response to a legislative mandate established student accountability standards which require that students graduating in 2005 and beyond are required to pass a North Carolina Exit Exam that measures competencies in the areas of : communication, problem solving, processing information, and using numbers and data. The high school exit exam will replace the competency tests as a graduation requirement for graduates of 2005 and beyond.	Legislative mandate to implement an essential skills exit exam.				☑
	NC Tests of Computer Skills					The NCDPI worked to revise of the North Carolina Tests of Computer Skills in order to ensure continued alignment with the North Carolina Standard Course of Study goals and objectives.		☑
	Norm-Referenced Testing Program							☑
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	Has included funding in his proposed budget to the state legislature.		Provided increased funding to continue the program by selecting a new test.		A new Test-Interpretation Video was produced. This is the Third Edition of Test-Interpretation Video since 1990.		☐
NE	No State Assessments 1999-2000			New Legislation--79-760 which sets up the assessment system described in the preceding questions.				☐
NH	NH Educational Improvement and Assessment Program							☑
NJ	Elementary School Proficiency Assessment							☑

Question 3.1.6 What important changes, additions, or deletions occurred in this component during 1999-2000? Explain each change, addition, or deletion and who initiated them. (Check "No significant changes" if there were none.)

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
NJ	Grade 11 High School Proficiency Test		Core curriculum content standards were adopted in May 1996; the high school graduation test was re-designed to align with the content standards and is being field tested beginning in October 1998 in the content areas of Language Arts, Literacy, and Mathematics. The newly-designed test will be operational in 2000 - 2001.			The new test will be called the High School Proficiency Assessment and will be field tested for two years before becoming the new graduation requirement in April 2002.		☐
	Grade Eight Proficiency Assessment							☑
NM	NM Achievement Assessment			Addition of grades 3, 5, 7, and 9 to current grades 4, 6, and 8				☐
	NM High School Competency Exam							☑
	NM Writing Assessment Program							☑
	Reading Assessments for Grades 1 and 2							☑
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult					Scoring rubrics updated to bring them in line with new state standards, to become effective in 2001.		☐
	High School Proficiency Examination							☐
	Norm-Referenced Testing at Grades 4, 8, and 10							☐
NY	New York State Testing Program							☑
	Occupational Education Proficiency Examinations							☑
	Program Evaluation Tests (PET)		Development of substantially revised social studies tests is underway for first administration during the 2000-2001 school year.					☐

Question 3.1.6 What important changes, additions, or deletions occurred in this component during 1999-2000? Explain each change, addition, or deletion and who initiated them. (Check "No significant changes" if there were none.)

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
NY	Regents Competency Tests							☑
	Regents Examination Program		In accordance with a phase-in schedule established by the Board of Regents, some Regents examinations are replacing less rigorous Regents competency tests as exit examinations that students must pass to earn a high school diploma.					☑
	Second Language Proficiency Exams							☐
OH	12th-Grade Proficiency Testing			Limited English Proficient Students may be exempted temporarily from taking the proficiency tests until they have two years of schooling in the Untied States.				☐
	4th-Grade Proficiency Testing			Limited English Proficient Students may be exempted temporarily from taking the proficiency tests until they have two years of schooling in the United States.				☑
	6th-Grade Proficiency Testing			Limited English Proficient Students may be exempted temporarily from taking the proficiency tests until they have two years of schooling in the Untied States.				☑
	9th-Grade Proficiency Testing			Limited English Proficient Students may be exempted temporarily from taking the proficiency tests until they have two years of schooling in the Untied States. The passing of these tests however remains a requirement for receiving a diploma.				☐

Question 3.1.6 What important changes, additions, or deletions occurred in this component during 1999-2000? Explain each change, addition, or deletion and who initiated them. (Check "No significant changes" if there were none.)

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
OK	Oklahoma Core Curriculum Tests - Multiple Choice		Implementation of law required testing to begin in Arts (Grades 5, 8, & 11).					☐
	Oklahoma Core Curriculum Tests - Writing			For the 1998-99 school year, writing results were reported in four categories: unsatisfactory, limited knowledge, satisfactory, and advanced as opposed to unsatisfactory and satisfactory. Writing tests were not given in Grade 11 field testing of End-of-Instruction tests in English II and United States History were given in its place.				☐
OR	Reading, Writing, Science, and Mathematics Assessment							☑
PA	Reading, Mathematics							☑
PR	Pruebas Puertorriqueñas de Competencias Escolares					An essay writing test was added and administered as part of the Spanish assessment to 9th grade students.		☐
RI	English Lang. Arts & Math Performance Assessment							☑
	Health Education Performance Assessment							☑
	Writing Performance Assessment							☑
SC	Criterion-Referenced Tests - BSAP - High School Exit Examination							☑
	Criterion-Referenced Tests - PACT grades 3 - 8							☑
	Criterion-Referenced Tests - Readiness Test							☑

Question 3.1.6 What important changes, additions, or deletions occurred in this component during 1999-2000? Explain each change, addition, or deletion and who initiated them. (Check "No significant changes" if there were none.)

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
SC	Norm-Referenced Testing - TerraNova sample testing							☑
SD	Stanford Achievement Test, Ninth Edition							☑
	Stanford Writing Assessment Program, Third Edition							☑
TN	Achievement Test (3-8)							☑
	Competency Test							☑
	High School End of Course							☑
	TCAP Writing Assessment (4, 7, 11)							☑
TX	Reading Proficiency Tests in English (RPTE)	NA. The RPTE is a new assessment instrument.						☐
	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests		In July 1997 the State Board of Education completed the adoption of the Texas Essential Knowledge and Skills (TEKS) as the new state mandated curriculum. Beginning with the 1998-1999 school year, districts were required to use the TEKS, rather than the essential elements (EE), as the basis for instruction. The implementation of this new curriculum made it necessary to link the TAAS tests with the TEKS.					☐
UT	Core Curriculum Testing (Perf. Assessment)							☑
	Norm-Referenced Testing					Added Lexile Report.		☐

Question 3.1.6 What important changes, additions, or deletions occurred in this component during 1999-2000? Explain each change, addition, or deletion and who initiated them. (Check "No significant changes" if there were none.)

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
UT	Utah Core Assessment CRT Program			H.B. 177 Assessing, Reporting, And Evaluating Student Performance An act relating to public education; establishing a Utah performance assessment system for students (U-PASS) to provide evaluative information on student performance; modifying definitions; providing for the phasing in of assessment tools; expanding the performance assessment duties of the state board of education; providing for full implementation of the system by the 2004-05 school year; providing for student behavior indicators; providing a mechanism to identify and assist schools not achieving acceptable levels of student performance; modifying the school district performance report.				☐
VA	Standards of Learning (SOL) Assessment Program							☑
	Virginia Literacy Testing Program	The Literacy Passport Testing Program is being phased out and replaced by the SOL Assessment Program.	The Literacy Passport Testing Program is being phased out and replaced by the SOL Assessment Program.	The Literacy Passport Testing Program is being phased out and replaced by the SOL Assessment Program.				☐
	Virginia State Assessment NRT Program							☑
VI	Terra Nova Assessments Series							☑
VT	Standard's Referenced Exams (NSRE)					Science was not administered. A new science test is being sought.		☐

Question 3.1.6 What important changes, additions, or deletions occurred in this component during 1999-2000? Explain each change, addition, or deletion and who initiated them. (Check "No significant changes" if there were none.)

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
VT	Vermont Developmental Reading Assessment							☑
WA	Norm-Referenced Testing	Grades tested were changed from 8 and 11 to 6 and 9.						☐
	Second Grade Reading							☑
	Washington Assessment of Student Learning							☑
WI	Reading Comprehension					The development of performance standards and proficiency levels occurred in July 1998. The performance standards are based only on the comprehension items. The performance standards for the 1998 Wisconsin Reading Comprehension Test were established in July 1998 by the State Superintendent, based on the recommendations of a 16-member standard-setting panel of third grade teachers and district reading specialists. Members of the panel established performance standards using their professional judgment regarding what is appropriate reading performance in four levels of proficiency for third grade students. Student performance is reported for Minimal, Basic, Proficient, and Advanced Proficiency levels.		☐
	Wisconsin Knowledge and Concepts of Examinations (WKCE)							☑
WV	ACT Explore							☑
	ACT Work Keys							☑

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State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
WV	National Assessment of Educational Progress							☑
	Norm-referenced Test							☑
	Writing Assessment							☑
WY	Carl Perkins Assessment							☑
	Wyoming Comprehensive Assessment System					See above, #3.1.4.		☐

Question 3.1.7 Are there any changes that you foresee in the next year (September, 2000 to August, 2001) in this component? If so, who is initiating them, and what are they?

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
AK	California Achievement Test, fifth edition		The State Board of Education & Early Development may adopt regulations extending the grades tested with a NRT to include 4, 5, 7 and 9.			In March of 2001 the Department will select a new norm-referenced test that will be administered in grades 4, 5, 7 and 9 beginning in the 2001-2002 school year.		☐
	Norm-Referenced Testing							☐
AL	Alabama Direct Assessment of Writing							☑
	Alabama Early Learning Inventory							☑
	Alabama High School Graduation Exam, Third Edition							☑
	Alabama Reading Assessment: Grade 1							☑
	Alabama Reading Assessment: Grade 2							☑
	Stanford Achievement Test, 9th edition						Reauthorization of IDEA: more special education students are tested with more accommodations offered.	☐
AR	Criterion-Referenced Testing							☑
	Norm-Referenced Testing							☑
AS	Stanford Achievement Test Ninth Edition							☑
AZ	CRT: Arizona's Instrument to Measure Standards (AIMS)							☐
	NRT: Stanford Achievement Test, Ninth Edition							☑
CA	Assessments in Career Education							☑

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State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
CA	CHSPE							☑
	GED							☑
	Golden State Exams						Alignment to state content standards	☐
	Physical Fitness Test						Electronic Reporting Option	☐
	Standardized Testing and Reporting Program (STAR)		"Augmentation" for Language Arts and Mathematics administered; augmentation science and history-social science developed. Math augmentation expanded from 35 to 50 items.					☐
CO	Reading, Writing, Mathematics, and Science			With the passage of Senate Bill 186, in Spring 2001 assessments in reading will be added for Grades 5, 6, 8, 9, and 10 and assessments in writing and math will be added for Grade 10. All Grade 11 students will take the ACT.				☐

Question 3.1.7 Are there any changes that you foresee in the next year (September, 2000 to August, 2001) in this component? If so, who is initiating them, and what are they?

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
CT	Connecticut Academic Performance Test (CAPT)					The Second Generation of the CAPT will be administered for the first time in May 2001. The CAPT-2 includes four tests in Mathematics, Reading Across the Disciplines, Writing Across the Disciplines and Science. Following is a detailed description of each: The Mathematics section focuses on students' ability to apply important mathematical concepts to solve problems that are relevant to everyday life, to explain his or her reasoning and to justify solutions. Different types of questions requiring written responses are used to assess students' abilities to solve problems, communicate, compute and estimate in four major content areas (number and quantity; measurement and geometry; statistics, probability and discrete mathematics; and algebra and functions). Because the test focuses on reasoning and analysis, students are permitted to use calculators. The Reading Across the Disciplines section contains two tests which assess students' reading abilities: 1) Response to Literature; and 2) Reading for Information. The Response to Literature test asks students to read a short story and respond in writing to a series of essay questions requiring them to describe, interpret, connect to and evaluate the story. The Reading for Information test requires students to read several non-fiction		☐

Question 3.1.7 Are there any changes that you foresee in the next year (September, 2000 to August, 2001) in this component? If so, who is initiating them, and what are they?

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
						articles taken from magazines, newspapers and journals and answer a combination of multiple-choice and short-answer questions about the meaning of the article and the way the author wrote the article. The Writing Across the Disciplines section contains three sections which assess students' writing abilities: 1) Interdisciplinary Writing, Session 1; 2) Interdisciplinary Writing, Session 2; and 3) Editing and Revising. Each Interdisciplinary Writing test requires students to use knowledge and skills gained through social studies, science, mathematics, language arts, the arts and other classes. Each test focuses on an important contemporary issue. Students are given a set of source materials (e.g., newspaper and magazine articles, editorials and charts and graphs) representing different perspectives on the issue. Students are asked to read the materials and use the information to write a persuasive piece, such as a letter to a congressperson or a letter to the editor of their local newspaper, which supports their own position on the issue. In addition, the Editing and Revising test assesses students' understanding of writing conventions by asking them to edit passages to correct common errors in organization, word choice, syntax, capitalization, punctuation, usage and spelling.		

Question 3.1.7 Are there any changes that you foresee in the next year (September, 2000 to August, 2001) in this component? If so, who is initiating them, and what are they?

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
						The Science section assesses students' understandings of important scientific concepts in the areas of life, physical and earth/space science, as well as their abilities to apply those concepts to realistic problems. This is done through a combination of multiple-choice questions and those requiring written responses. In addition, there is a major focus on experimentation skills and the ability to use scientific reasoning to solve problems. To prepare for the written test, students participate in a hands-on laboratory activity that requires them to design and carry our their own experiment to solve a problem.		

Question 3.1.7 Are there any changes that you foresee in the next year (September, 2000 to August, 2001) in this component? If so, who is initiating them, and what are they?

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
CT	Connecticut Mastery Test (CMT)					The third generation of CMT was administered for the first time in September 2000 and includes a Mathematics test and four Language Arts components yielding one Reading and one Writing score. Each is described below. Mathematics: The Mathematics test includes a combination of multiple-choice, grid-in, open-ended and extended-response items. The items are all directly mapped onto the state's mathematics content standards. The variety of test items reflects a balance between the assessment of basic mathematics skills and competencies and the application of these skills to problem solving. The sixth-grade test, for example, is composed of 117 test items (70 multiple-choice, 16 grid-in, 31 open-ended). The sixth-grade test will yield scores on 23 content strands as well as a total mathematics score. The state goal and additional standards will be established on the total mathematics score. Language Arts (Reading): The two subtests, DRP® and Reading Comprehension assess two critical components of reading: the process of reading (DRP®) and the product of reading (Reading Comprehension). Degrees of Reading Power® (DRP®): On the DRP®, students read several informational passages from		☐

Question 3.1.7 Are there any changes that you foresee in the next year (September, 2000 to August, 2001) in this component? If so, who is initiating them, and what are they?

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
						which some words have been deleted. Students are required to choose the words that have been deleted from the passage. If a sentence with a deletion is isolated from the text, all of the choices make sense. The student must understand the sentence in the context of the rest of the passage in order to identify the deleted word. Students are attempting to make sense of the passage or construct meaning as they read. The CMT-3 reading standards will be established on the combination of the DRP® and the Reading Comprehension test. Language Arts (Writing): The two subtests, Direct Writing Assessment and Editing & Revising, reflect a balance between the technical skills essential to cogent writing and the ability to use written language to communicate a whole message. Direct Writing Assessment: On the Direct Writing Assessment, students respond in writing to a prompt within a 45-minute period. Students are prompted for narrative prose in the fourth grade, expository prose in the sixth grade and persuasive prose in the eighth grade. Papers are scored as first drafts with the emphasis on how well a student communicates a whole message. Editing & Revising: The Editing & Revising test is similar to the Written		

Question 3.1.7 Are there any changes that you foresee in the next year (September, 2000 to August, 2001) in this component? If so, who is initiating them, and what are they?

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
						Communication test of CMT-2. Students read rough drafts of passages with errors in the conventions of the English language. They are asked to answer multiple-choice questions indicating the necessary corrections to the passages. Student performance will be compared to mastery standards in two areas: Editing and Composing/Revising. Reading Comprehension: On the Reading Comprehension test, students read three passages and answer related multiple-choice and open-ended questions to assess their comprehension. The passages are chosen from material that could be narrative, poetic or informational (e.g., social studies or science). Each item is designed to measure one of three reading content strands: 1) forming an initial understanding; 2) developing an interpretation; or 3) demonstrating a critical stance. Student performance on each of these reading content strands will be compared to a mastery standard. The CMT-3 writing standards will be established on the combination of the Direct Writing Assessment and the Editing & Revising test.		
DC	Stanford Achievement Tests- Ninth Edition		Piloting of the SAT9 Open-Response Test in reading at grades 3,5,8 and 11			Piloting of the SAT9 Open-Response Test in reading at grades 3,5,8 and 11		☐

Question 3.1.7 Are there any changes that you foresee in the next year (September, 2000 to August, 2001) in this component? If so, who is initiating them, and what are they?

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
DE	Delaware Student Testing Program - Mathematics NRT							☑
	Delaware Student Testing Program - Reading NRT							☑
	Delaware Student Testing Program - Science 8 & 11							☑
	Delaware Student Testing Program - Social Studies 8 & 11							☑
	Delaware Student Testing Program - Standards-Based Mathematics							☑
	Delaware Student Testing Program - Standards-Based Reading							☑
	Delaware Student Testing Program - Standards-Based Writing							☑
DoDEA	CTB TerraNova Multiple Assessment							☑
FL	No Response to 1999-2000 Survey							☐
GA	Criterion-Referenced Competency Tests (CRCT)							☑
	Georgia High School Graduation Tests (GHSGT)							☑
	Georgia Kindergarten Assessment Program-Revised (GKAP-R)							☑
	Iowa Tests of Basic Skills					ITBS will be replaced by Stanford-9		☐
	Writing Test							☑
GU	SAT9 Norm-Referenced Test							☑

Question 3.1.7 Are there any changes that you foresee in the next year (September, 2000 to August, 2001) in this component? If so, who is initiating them, and what are they?

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
HI	Stanford Achievement Test 9th Ed. Abbreviated					Implementation of state designed standards-based assessments in reading, mathematics and writing, which would include a norm-referenced component.		☐
IA	Standardized Testing ITBS and ITED	NA						☐
ID	Math Assessment					Aligning the assessment items to the math standards.		☐
	Norm-Referenced Test							☑
	Writing Assessment							☑
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program		IGAP program replaced by ISAT program for grades 4 and 7. Development and pilot of 11th grade PSAE.	IGAP program replaced by ISAT program. PSAE to be implemented in 2001.		IGAP program replaced by ISAT program in science and social science.		☐
IN	Statewide Assessment							☑
KS	Kansas Assessment Program		In Spring, 2001 new state assessments based on revised curricular standards in social studies and science will be administered.					☐
KY	Alternate Portfolio							☑
	KCCT On-Demand							☑
	National Norm-Referenced Test							☑
	Writing Portfolio Assessment							☑
LA	Graduation Exit Examination (GEE)							☐

Question 3.1.7 Are there any changes that you foresee in the next year (September, 2000 to August, 2001) in this component? If so, who is initiating them, and what are they?

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
LA	LEAP 21 Grades 4, 8					Completed plans for the implementation of Science and Social Studies for GEE 21, scheduled for 2002. Additionally, administered field tests to a sampling of schools and students in these content areas.		☐
	The Iowa Tests, Complete Battery							☑
MA	Massachusetts Comprehensive Assessment System (MCAS)						The Department will administer an MCAS Alternate Assessment and train teachers in the development of student portfolios. The Department will pilot discipline-specific tests in science at grades 9 and 10.	☐
MD	High School Assessments							☐
	Maryland Functional Tests							☑
	Maryland School Performance Assessment Program (MSPAP)							☑
ME	Maine Educational Assessment					Made some modifications in the assessment design to achieve efficiency and shorten the length of tests for the 1999-00 school year.		☐
MI	Grade 4 and 7 Reading and Mathematics							☑
	Grade 5 and 8 Science, Social Studies, and Writing							☑
	MEAP High School Test							☑

Question 3.1.7 Are there any changes that you foresee in the next year (September, 2000 to August, 2001) in this component? If so, who is initiating them, and what are they?

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
MN	Basic Standards Tests					In Writing, we are extending the scoring system to provide additional information for an accountability system.	No significant change in Reading and Mathematics	☐
	Minnesota Comprehensive Assessments							☑
MO	MAP			Students scoring in Step 1 of the Achievement Levels are required to retake the MAP.		MAP Assessment in Health/Phys. Education will be mandatory.		☐
MP	Stanford Achievement Test, Ninth Edition							☑
MS	Career Planning and Assessment System					New occupational specific assessments and performance assessments.		☐
	Functional Literacy Examination							☑
	Norm-Referenced Testing		Approved proposal to test in Grades 5 and 8 only.			Implement proposal to test in Grades 5 and 8 only.		☐
MT	Student Assessment Requirement		A statewide review committee recommended a statewide test that will have identified alignment with content and performance standards. The Board of Public Education approved the testing of all students in 4, 8, and 11 using the ITBS/ITED.					☐

Question 3.1.7 Are there any changes that you foresee in the next year (September, 2000 to August, 2001) in this component? If so, who is initiating them, and what are they?

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
NC	NC Annual Testing Program		The NCDPI implemented a statewide pilot of the Alternate Assessment Portfolio to meet the requirements of the revised IDEA requirements for student with disabilities who because of their serious cognitive disabilities and the fact that they follow a functional curriculum are unable to access the statewide multiple-choice testing program.	North Carolina began the development of the North Carolina High School Exit Exam, using a commercially developed test publishing company. The test will be implemented as a graduation requirement for students who graduate in 2005. Students will initially take the test at the end of the eleventh grade.		In response to a need to be more innovative in the collection of data for the try out of test items, the NCDPI implemented an embedding model to incorporate field test items in with the operational test items in the area of mathematics for all grades 3-12. The NCDPI also began the design and development of an alternate assessment model that uses a system of computerized adaptive testing.		☐
	NC Testing Program - Competency Testing		The North Carolina High School Exit Exam will replace the Competency Tests as graduation requirements for the class of 2005 and beyond					☐
	NC Tests of Computer Skills					Implementation of the revised computer skills test.	A plan has been initiated to redesign the computer skills performance and multiple-choice tests in order to administer the test online.	☐
	Norm-Referenced Testing Program							☑
ND	TerraNova and Test of Cognitive Skills, 2nd ed.							☐
NE	No State Assessments 1999-2000							☑
NH	NH Educational Improvement and Assessment Program							☑
NJ	Elementary School Proficiency Assessment							☑
	Grade 11 High School Proficiency Test							☑
	Grade Eight Proficiency Assessment							☑

Question 3.1.7 Are there any changes that you foresee in the next year (September, 2000 to August, 2001) in this component? If so, who is initiating them, and what are they?

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
NM	NM Achievement Assessment			Use of multiple forms in 2000-2001 and removal of grade 3 from the achievement assessment.				☐
	NM High School Competency Exam		Decision to "raise the bar" (cut score for passing) in line with raising standards					☐
	NM Writing Assessment Program							☑
	Reading Assessments for Grades 1 and 2			Proposal for selection of a uniform statewide reading assessment at grades K-3				☐
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult					We will be revising the rubrics to better meet the new Nevada Standards.		☐
	High School Proficiency Examination			Expected to delay the introduction of Science as an area to be tested, in order for a student to earn a standard high-school diploma, until 2005		Complete development of new tests consistent with standards adopted in 1988, for introduction in 2001-2002		☐
	Norm-Referenced Testing at Grades 4, 8, and 10							☑
NY	New York State Testing Program							☑
	Occupational Education Proficiency Examinations							☑
	Program Evaluation Tests (PET)							☐
	Regents Competency Tests		A gradual phase-out of the Regents competency tests was begun in the 1995-96 school year. Instead all students will be required to take and pass more rigorous Regents examinations to earn a high school diploma.					☐

Question 3.1.7 Are there any changes that you foresee in the next year (September, 2000 to August, 2001) in this component? If so, who is initiating them, and what are they?

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
NY	Regents Examination Program					Regents examination in global history and geography newly designed to reflect new and higher learning standards.		☐
	Second Language Proficiency Exams					The format of the test will be reviews for the 2000-2001 school year so that it will be more closely aligned with the learning standards.		☐
OH	12th-Grade Proficiency Testing							☑
	4th-Grade Proficiency Testing			Beginning July 1, 2001 districts must administer the 4th grade reading test in the fall, spring and summer. Students could be retained if the proficient score standard is not met.				☐
	6th-Grade Proficiency Testing							☑
	9th-Grade Proficiency Testing			Effective September 15, 2000 all students must in addition to the existing four required 9th grade proficiency tests, pass the 9th grade science proficiency test as part of their requirement for graduation.				☐
OK	Oklahoma Core Curriculum Tests - Multiple Choice			End-of-instruction field testing will begin in the school year 1999-2000 in English II and United States History.				☐
	Oklahoma Core Curriculum Tests - Writing			Will have an end-of-instruction assessment in English II implemented for the 2000-2001 school year.				☐
OR	Reading, Writing, Science, and Mathematics Assessment							☐

Question 3.1.7 Are there any changes that you foresee in the next year (September, 2000 to August, 2001) in this component? If so, who is initiating them, and what are they?

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
PA	Reading, Mathematics	Development of performance levels on Standards.	Development of performance levels on Standards. Reinstate writing for grades 6 & 9 and institute grade 11 assessment.			Reinstate writing for 6 & 9 and institute grade 11 assessment.		☐
PR	Pruebas Puertorriqueñas de Competencias Escolares							☑
RI	English Lang. Arts & Math Performance Assessment							☑
	Health Education Performance Assessment							☑
	Writing Performance Assessment					Grade 11 will receive the state writing assessment instead of grade 10.		☐
SC	Criterion-Referenced Tests - BSAP - High School Exit Examination							☑
	Criterion-Referenced Tests - PACT grades 3 - 8					The number of points will decrease by 10%.		☐
	Criterion-Referenced Tests - Readiness Test							☑
	Norm-Referenced Testing - TerraNova sample testing							☑
SD	Stanford Achievement Test, Ninth Edition							☑
	Stanford Writing Assessment Program, Third Edition							☑
TN	Achievement Test (3-8)							☑

Question 3.1.7 Are there any changes that you foresee in the next year (September, 2000 to August, 2001) in this component? If so, who is initiating them, and what are they?

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
TN	Competency Test		Adoption of three 'Gateway Assessments' to replace current Competency Test in 2001-2002. These tests will assess Algebra I, Biology, and English II. Passage will be required for receipt of a regular HS diploma.	same		same		☑
	High School End of Course							☑
	TCAP Writing Assessment (4, 7, 11)							☑
TX	Reading Proficiency Tests in English (RPTE)	NA. The RPTE is a new assessment instrument.						☐
	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests							☑
UT	Core Curriculum Testing (Perf. Assessment)							☑
	Norm-Referenced Testing					We have plans to add the Spanish version of Stanford.		☐
	Utah Core Assessment CRT Program	Accountability in education legislation that may involve rating schools and providing incentives and/or assistance/consequences.		Accountability in education legislation that may involve rating schools and providing incentives and/or assistance/consequences.				☐
VA	Standards of Learning (SOL) Assessment Program	The Governor provided support to move the testing window until a point later in the school year to allow more time for instruction prior to testing.	The State Board of Education will establish passing score on the new World Geography test.	Legislation was passed requiring the release of a complete form of the test every spring. Funding was appropriated to support computer infrastructure in the schools for eventual computer based administration and scoring of the SOL tests.				☐
	Virginia Literacy Testing Program							☑

Question 3.1.7 Are there any changes that you foresee in the next year (September, 2000 to August, 2001) in this component? If so, who is initiating them, and what are they?

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
VA	Virginia State Assessment NRT Program							☑
VI	Terra Nova Assessments Series							☑
VT	Standard's Referenced Exams (NSRE)					Expect to administer the PASS science assessment in the fall of 2001 in grades 5, 9, and 11.		☐
	Vermont Developmental Reading Assessment						Two new books have been developed for use in 2001	☐
WA	Norm-Referenced Testing							☑
	Second Grade Reading							☑
	Washington Assessment of Student Learning							☑
WI	Reading Comprehension							☑
	Wisconsin Knowledge and Concepts of Examinations (WKCE)							☑
WV	ACT Explore		See comments in "norm-referenced" test section	See comments in "norm-referenced" test section	See comments in "norm-referenced" test section	See comments in "norm-referenced" test section		☐
	ACT Work Keys						The Work Keys Test was discontinued for the 2000-01 school year. The decision has not been whether this test will remain part of the statewide assessment program.	☐
	National Assessment of Educational Progress							☑

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State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
WV	Norm-referenced Test		The State Board of Education has named members of an Assessment Committee to review the statewide assessment program and make recommendations.	The Assessment Committee includes a representative from the State Legislature.	The Tomblin v. Gainer case requires a revision of the statewide assessment program.	State Department of Education is cooperating with the Agreed Court Order by providing personnel to serve on the Assessment Committee that has developed a recommendation for revising the statewide assessment program to be presented to the WV Board of Education, who will, in turn, present it to the legislature.		☐
	Writing Assessment							☑
WY	Carl Perkins Assessment					Revision will be undertaken in response to the Carl Perkins reauthorization, and relevant changes in requirements.		☐
	Wyoming Comprehensive Assessment System					We will have to see how new federal legislation affects state assessment requirements. If new federal laws require grades 3-8 testing, we will certainly initiate some changes to our system.		☐

Question 3.1.8 Is this component used to define Adequate Yearly Progress for schools or LEAs? If Yes, is this component being used to identify schools in need of improvement for Title I purposes?

		AYP Defined		Transition Plan			Final Plan		
State	Component	Yes	No	Yes	No	Undecided	Yes	No	Undecided
AK	California Achievement Test, fifth edition	☑	☐	☑	☐	☐	☑	☐	☐
	Norm-Referenced Testing	☑	☐	☑	☐	☐	☐	☐	☐
AL	Alabama Direct Assessment of Writing	☐	☑	☐	☐	☐	☐	☐	☐
	Alabama Early Learning Inventory	☐	☑	☐	☐	☐	☐	☐	☐
	Alabama High School Graduation Exam, Third Edition	☐	☑	☐	☐	☐	☐	☐	☐
	Alabama Reading Assessment: Grade 1	☐	☑	☐	☐	☐	☐	☐	☐
	Alabama Reading Assessment: Grade 2	☐	☑	☐	☐	☐	☐	☐	☐
	Stanford Achievement Test, 9th edition	☑	☐	☑	☐	☐	☑	☐	☐
AR	Criterion-Referenced Testing	☑	☐	☑	☐	☐	☑	☐	☐
	Norm-Referenced Testing	☑	☐	☑	☐	☐	☑	☐	☐
AS	Stanford Achievement Test Ninth Edition	☐	☑	☐	☐	☐	☐	☐	☐
AZ	CRT: Arizona's Instrument to Measure Standards (AIMS)	☐	☑	☐	☐	☐	☐	☐	☐
	NRT: Stanford Achievement Test, Ninth Edition	☑	☐	☑	☐	☐	☐	☐	☑
CA	Assessments in Career Education	☐	☑	☐	☑	☐	☐	☑	☐
	CHSPE	☐	☑	☐	☐	☐	☐	☐	☐
	GED	☐	☑	☐	☐	☐	☐	☐	☐
	Golden State Exams	☐	☑	☐	☑	☐	☐	☑	☐
	Physical Fitness Test	☐	☑	☐	☑	☐	☐	☑	☐
	Standardized Testing and Reporting Program (STAR)	☑	☐	☑	☐	☐	☐	☐	☐
CO	Reading, Writing, Mathematics, and Science	☑	☐	☐	☐	☐	☑	☐	☐
CT	Connecticut Academic Performance Test (CAPT)	☑	☐	☐	☐	☐	☑	☐	☐
	Connecticut Mastery Test (CMT)	☑	☐	☐	☐	☐	☑	☐	☐
DC	Stanford Achievement Tests- Ninth Edition	☑	☐	☐	☑	☐	☐	☐	☑

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		AYP Defined		Transition Plan			Final Plan		
State	Component	Yes	No	Yes	No	Undecided	Yes	No	Undecided
DE	Delaware Student Testing Program - Mathematics NRT	☐	☑	☐	☑	☐	☐	☑	☐
	Delaware Student Testing Program - Reading NRT	☐	☑	☐	☑	☐	☐	☑	☐
	Delaware Student Testing Program - Science 8 & 11	☐	☑	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Social Studies 8 & 11	☐	☑	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Mathematics	☑	☐	☑	☐	☐	☑	☐	☐
	Delaware Student Testing Program - Standards-Based Reading	☑	☐	☑	☐	☐	☑	☐	☐
	Delaware Student Testing Program - Standards-Based Writing	☐	☑	☐	☑	☐	☐	☑	☐
DoDEA	CTB TerraNova Multiple Assessment	☐	☑	☐	☐	☐	☐	☐	☐
FL	No Response to 1999-2000 Survey	☐	☐	☐	☐	☐	☐	☐	☐
GA	Criterion-Referenced Competency Tests (CRCT)	☑	☐	☑	☐	☐	☑	☐	☐
	Georgia High School Graduation Tests (GHSGT)	☑	☐	☑	☐	☐	☐	☑	☐
	Georgia Kindergarten Assessment Program-Revised (GKAP-R)	☑	☐	☑	☐	☐	☐	☑	☐
	Iowa Tests of Basic Skills	☐	☑	☐	☐	☐	☐	☐	☐
	Writing Test	☐	☑	☐	☐	☐	☐	☐	☐
GU	SAT9 Norm-Referenced Test	☐	☑	☐	☐	☐	☐	☐	☐
HI	Stanford Achievement Test 9th Ed. Abbreviated	☑	☐	☑	☐	☐	☐	☐	☑
IA	Standardized Testing ITBS and ITED	☑	☐	☑	☐	☐	☑	☐	☐
ID	Math Assessment	☑	☐	☑	☐	☐	☐	☐	☐
	Norm-Referenced Test	☑	☐	☑	☐	☐	☐	☐	☐
	Writing Assessment	☑	☐	☑	☐	☐	☐	☐	☐
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	☑	☐	☑	☐	☐	☑	☐	☐
IN	Statewide Assessment	☑	☐	☐	☐	☐	☐	☐	☐
KS	Kansas Assessment Program	☑	☑	☐	☑	☐	☑	☐	☐
KY	Alternate Portfolio	☑	☐	☐	☑	☐	☐	☑	☐
	KCCT On-Demand	☑	☐	☐	☑	☐	☐	☑	☐
	National Norm-Referenced Test	☐	☑	☐	☑	☐	☐	☑	☐
	Writing Portfolio Assessment	☑	☐	☐	☑	☐	☐	☑	☐

Question 3.1.8 Is this component used to define Adequate Yearly Progress for schools or LEAs? If Yes, is this component being used to identify schools in need of improvement for Title I purposes?

		AYP Defined		Transition Plan			Final Plan		
State	Component	Yes	No	Yes	No	Undecided	Yes	No	Undecided
LA	Graduation Exit Examination (GEE)	☑	☐	☐	☑	☐	☐	☑	☐
	LEAP 21 Grades 4, 8	☑	☐	☑	☐	☐	☑	☐	☐
	The Iowa Tests, Complete Battery	☑	☐	☑	☐	☐	☑	☐	☐
MA	Massachusetts Comprehensive Assessment System (MCAS)	☑	☐	☐	☐	☐	☑	☐	☐
MD	High School Assessments	☐	☑	☐	☐	☐	☐	☐	☐
	Maryland Functional Tests	☑	☐	☑	☐	☐	☑	☐	☐
	Maryland School Performance Assessment Program (MSPAP)	☑	☐	☑	☐	☐	☑	☐	☐
ME	Maine Educational Assessment	☑	☐	☐	☐	☐	☑	☐	☐
MI	Grade 4 and 7 Reading and Mathematics	☑	☐	☑	☐	☐	☑	☐	☐
	Grade 5 and 8 Science, Social Studies, and Writing	☑	☐	☑	☐	☐	☑	☐	☐
	MEAP High School Test	☑	☐	☑	☐	☐	☑	☐	☐
MN	Basic Standards Tests	☐	☑	☐	☐	☐	☐	☐	☐
	Minnesota Comprehensive Assessments	☑	☐	☑	☐	☐	☑	☐	☐
MO	MAP	☐	☐	☐	☐	☐	☐	☐	☐
MP	Stanford Achievement Test, Ninth Edition	☐	☐	☐	☐	☐	☐	☐	☐
MS	Career Planning and Assessment System	☐	☑	☐	☑	☐	☐	☑	☐
	Functional Literacy Examination	☐	☑	☐	☑	☐	☐	☑	☐
	Norm-Referenced Testing	☐	☑	☑	☐	☐	☐	☑	☐
MT	Student Assessment Requirement	☑	☐	☑	☐	☐	☐	☐	☑
NC	NC Annual Testing Program	☑	☐	☐	☐	☐	☑	☐	☐
	NC Testing Program - Competency Testing	☐	☑	☐	☑	☐	☐	☑	☐
	NC Tests of Computer Skills	☐	☑	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing Program	☐	☑	☐	☑	☐	☐	☐	☐
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☑	☐	☑	☐	☐	☐	☐	☐
NE	No State Assessments 1999-2000	☑	☐	☑	☐	☐	☐	☐	☐
NH	NH Educational Improvement and Assessment Program	☑	☐	☑	☐	☐	☑	☐	☐
NJ	Elementary School Proficiency Assessment	☑	☐	☐	☐	☐	☑	☐	☐
	Grade 11 High School Proficiency Test	☑	☐	☐	☐	☐	☑	☐	☐
	Grade Eight Proficiency Assessment	☑	☐	☐	☐	☐	☑	☐	☐

Question 3.1.8 Is this component used to define Adequate Yearly Progress for schools or LEAs? If Yes, is this component being used to identify schools in need of improvement for Title I purposes?

		AYP Defined		Transition Plan			Final Plan		
State	Component	Yes	No	Yes	No	Undecided	Yes	No	Undecided
NM	NM Achievement Assessment	☑	☐	☑	☐	☐	☐	☐	☑
	NM High School Competency Exam	☐	☑	☐	☐	☐	☐	☐	☐
	NM Writing Assessment Program	☐	☑	☐	☐	☐	☐	☐	☐
	Reading Assessments for Grades 1 and 2	☐	☑	☐	☐	☐	☐	☐	☐
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	☐	☑	☐	☐	☐	☐	☐	☐
	High School Proficiency Examination	☐	☑	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing at Grades 4, 8, and 10	☑	☐	☑	☐	☐	☐	☐	☐
NY	New York State Testing Program	☑	☐	☑	☐	☐	☐	☐	☐
	Occupational Education Proficiency Examinations	☐	☑	☐	☑	☐	☐	☑	☐
	Program Evaluation Tests (PET)	☑	☐	☐	☑	☐	☐	☑	☐
	Regents Competency Tests	☑	☐	☐	☑	☐	☐	☑	☐
	Regents Examination Program	☑	☐	☑	☐	☐	☑	☐	☐
	Second Language Proficiency Exams	☐	☑	☐	☐	☐	☐	☐	☐
OH	12th-Grade Proficiency Testing	☑	☐	☑	☐	☐	☑	☐	☐
	4th-Grade Proficiency Testing	☑	☐	☑	☐	☐	☑	☐	☐
	6th-Grade Proficiency Testing	☑	☐	☑	☐	☐	☑	☐	☐
	9th-Grade Proficiency Testing	☑	☐	☐	☑	☐	☐	☑	☐
OK	Oklahoma Core Curriculum Tests - Multiple Choice	☑	☐	☐	☐	☐	☑	☐	☐
	Oklahoma Core Curriculum Tests - Writing	☑	☐	☐	☐	☐	☑	☐	☐
OR	Reading, Writing, Science, and Mathematics Assessment	☑	☐	☐	☐	☐	☑	☐	☐
PA	Reading, Mathematics	☐	☑	☐	☐	☐	☐	☐	☐
PR	Pruebas Puertorriqueñas de Competencias Escolares	☑	☐	☐	☐	☐	☑	☐	☐
RI	English Lang. Arts & Math Performance Assessment	☑	☐	☐	☐	☐	☑	☐	☐
	Health Education Performance Assessment	☐	☑	☐	☐	☐	☐	☐	☐
	Writing Performance Assessment	☑	☐	☐	☐	☐	☑	☐	☐

Question 3.1.8 Is this component used to define Adequate Yearly Progress for schools or LEAs? If Yes, is this component being used to identify schools in need of improvement for Title I purposes?

		AYP Defined		Transition Plan			Final Plan		
State	Component	Yes	No	Yes	No	Undecided	Yes	No	Undecided
SC	Criterion-Referenced Tests - BSAP - High School Exit Examination	☑	☐	☐	☐	☑	☐	☐	☑
	Criterion-Referenced Tests - PACT grades 3 - 8	☑	☐	☑	☐	☐	☐	☐	☑
	Criterion-Referenced Tests - Readiness Test	☑	☐	☐	☑	☐	☐	☑	☐
	Norm-Referenced Testing - TerraNova sample testing	☐	☑	☐	☐	☐	☐	☐	☐
SD	Stanford Achievement Test, Ninth Edition	☑	☐	☐	☑	☐	☑	☐	☐
	Stanford Writing Assessment Program, Third Edition	☐	☑	☐	☑	☐	☐	☑	☐
TN	Achievement Test (3-8)	☑	☐	☑	☐	☐	☐	☐	☐
	Competency Test	☐	☑	☐	☑	☐	☐	☑	☐
	High School End of Course	☑	☐	☐	☑	☐	☐	☑	☐
	TCAP Writing Assessment (4, 7, 11)	☐	☑	☐	☑	☐	☐	☑	☐
TX	Reading Proficiency Tests in English (RPTE)	☐	☑	☐	☐	☐	☐	☐	☐
	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☐	☑	☐	☐	☐	☐	☐	☐
UT	Core Curriculum Testing (Perf. Assessment)	☐	☑	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☑	☐	☐	☐	☐	☑	☐	☐
	Utah Core Assessment CRT Program	☑	☐	☐	☐	☐	☑	☐	☐
VA	Standards of Learning (SOL) Assessment Program	☐	☑	☐	☑	☐	☑	☐	☐
	Virginia Literacy Testing Program	☐	☑	☐	☑	☐	☐	☑	☐
	Virginia State Assessment NRT Program	☑	☐	☑	☐	☐	☐	☑	☐
VI	Terra Nova Assessments Series	☐	☑	☐	☐	☐	☐	☐	☐
VT	Standard's Referenced Exams (NSRE)	☑	☐	☐	☐	☐	☑	☐	☐
	Vermont Developmental Reading Assessment	☑	☐	☐	☐	☐	☑	☐	☐
WA	Norm-Referenced Testing	☐	☑	☑	☐	☐	☐	☐	☐
	Second Grade Reading	☐	☑	☐	☐	☐	☐	☐	☐
	Washington Assessment of Student Learning	☐	☑	☐	☐	☐	☐	☐	☐
WI	Reading Comprehension	☐	☑	☐	☐	☐	☐	☐	☐
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☑	☐	☐	☐	☐	☐	☐	☐

Question 3.1.8 Is this component used to define Adequate Yearly Progress for schools or LEAs? If Yes, is this component being used to identify schools in need of improvement for Title I purposes?

		AYP Defined		Transition Plan			Final Plan		
State	Component	Yes	No	Yes	No	Undecided	Yes	No	Undecided
WV	ACT Explore	☐	☑	☐	☐	☐	☐	☐	☐
	ACT Work Keys	☐	☑	☐	☐	☐	☐	☐	☐
	National Assessment of Educational Progress	☐	☑	☐	☐	☐	☐	☐	☐
	Norm-referenced Test	☐	☑	☐	☐	☐	☐	☐	☐
	Writing Assessment	☐	☑	☐	☐	☐	☐	☐	☐
WY	Carl Perkins Assessment	☐	☑	☐	☑	☐	☐	☑	☐
	Wyoming Comprehensive Assessment System	☑	☐	☑	☐	☐	☑	☐	☐
	Totals by State	43	26	29	14	1	29	14	5
	Totals by Jurisdiction	2	4	0	1	0	1	0	1
	Total	45	30	29	15	1	30	14	6

Question 3.1.9 Please identify which groups of students at the designated grades were assessed in this component, the type(s) of measures used, the types of items contained in those measures, and how the assessment items were given to students. See the legend below for coded options.

State	Component		Student Groups	Test Types	Item Types	Assessment Administration
AK	California Achievement Test, fifth edition	Mathematics	1	1	1	1
		Reading	1	1	1	1
		Other LA	1	1	1	1
	Norm-Referenced Testing	Mathematics	1	1	1	1
		Reading	1	1	1	1
		Other LA	1	1	1	1
AL	Alabama Direct Assessment of Writing	Writing	1	3	9	3
	Alabama Early Learning Inventory	Mathematics	1	2	1	1
		Reading	1	2, 4	1,9, 14	1
	Alabama High School Graduation Exam, Third Edition	Mathematics	1	2	1	1
		Reading	1	2	1	1
		Other LA	1	2	1	1
		Science	1	2	1	1
	Alabama Reading Assessment: Grade 1	Reading	1	2, 4	1, 9, 14	1
	Alabama Reading Assessment: Grade 2	Reading	1	2, 4	1, 4, 9	1
	Stanford Achievement Test, 9th edition	Mathematics	1	1	1	1
		Reading	1	1	1	1
		Other LA	1	1	1	1
		Science	1	1	1	1
		Social Studies	1	1	1	1
AR	Criterion-Referenced Testing	Mathematics	1	2	1, 5	1
		Reading	1	2	1, 5	1
		Writing	1	2	6	1
	Norm-Referenced Testing	Mathematics	1	1	1	1
		Reading	1	1	1	1
		Other LA	1	1	1	1
		Science	1	1	1	1
		Social Studies	1	1	1	1
AS	Stanford Achievement Test Ninth Edition	Mathematics	1	1	1	1
		Reading	1	1	1	1
		Other LA	1	1	1	1
		Science	1	1	1	1
		Social Studies	1	1	1	1

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Assessment Type(s)
1 = Norm-referenced test
2 = Criterion-referenced test
3 = Writing assessment
4 = Performance assessment
5 = Portfolios
6 = Other

Item Type(s)
1 = Mulitple-choice, single correct answer
2 = Mulitiple-choice, multiple correct answer
3 = Mulitiple-choice, with student explanation
4 = Fill in the blank or cloze
5 = Short constructed response
6 = Extended constructed response
7 = Observation
8 = Examples of student work
9 = Individual hands-on performance tasks
10 = Group hands-on performance tasks
11 = Projects, exhibitions, or demonstrations
12 = Computer administered items
13 = Gridded
14 = Other

Assessment Administration
1 = All students take common test
2 = Multiple forms with common items (anchor)
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Question 3.1.9 Please identify which groups of students at the designated grades were assessed in this component, the type(s) of measures used, the types of items contained in those measures, and how the assessment items were given to students. See the legend below for coded options.

State	Component		Student Groups	Test Types	Item Types	Assessment Administration
AZ	CRT: Arizona's Instrument to Measure Standards (AIMS)		1	1 & 2	High Math (1); 1, 5 & 6	1
			1	1 & 2	High Math (1); 1, 5 & 6	1
			1	1 & 2	1, 4, 5, 6	1
	NRT: Stanford Achievement Test, Ninth Edition	Mathematics	1	1	1	1
		Reading	1	1	1	1
		Other LA	1	1	1	1
CA	Assessments in Career Education					
		Career/Voc. Ed.	6, 7, 8	2	1 and 6	2
	CHSPE	Mathematics	8	2	1	2
		Reading	8	2	1	2
		Writing	8	2	5	2
	GED	Mathematics		1	1	2
		Reading		1	1	2
		Writing		1, 3	1, 5	2
		Science		1	1	2
		Social Studies		1	1	2
	Golden State Exams	Mathematics	8, 6	6	1, 6	2
		Reading	8, 6	6	1, 5	2
		Writing	8, 6	6	1, 5, 6	2
		Science	8, 6	6	1, 5, 9	2
		Social Studies	8, 6	6	1, 6	2
		Civics	8, 6	6	1, 6	2
		Economics	8, 6	6	1, 6	2
		History	8, 6	6	1,6	2
		Foreign Lang.	8, 6		1, 6	
				Hybrid - Standards Based Assessment		
	Physical Fitness Test					
		Physical Ed.	1	4	9	1
	Standardized Testing and Reporting Program (STAR)	Mathematics	1	1,2	1	1
		Reading	1	1,2	1	1
		Writing	1	1,2	1	1
		Other LA	1	1	1	1
		Science	1	1	1	1
		Social Studies	1	1	1	1

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Question 3.1.9

Please identify which groups of students at the designated grades were assessed in this component, the type(s) of measures used, the types of items contained in those measures, and how the assessment items were given to students. See the legend below for coded options.

State	Component		Student Groups	Test Types	Item Types	Assessment Administration
CO	Reading, Writing, Mathematics, and Science	Mathematics	1	2	1, 4, 5, 6	1
		Reading	1	2	1, 4, 5	1
		Writing	1	2,3	1, 4, 5, 6	1
		Science	1	2	1, 4, 5	1
CT	Connecticut Academic Performance Test (CAPT)	Mathematics	1	2	5, 13	2
		Reading	1	2	6	1
		Writing	1	2,3	6	1
		Other LA	1	2	1	2
		Science	1	2, 4	1, 5, 10	2
	Connecticut Mastery Test (CMT)	Mathematics	1	2	1, 5, 13	1
		Reading	1	2	1, 5	1
		Writing	1	2, 3	6	1
		Other LA	1	2	1	1
DC	Stanford Achievement Tests- Ninth Edition	Mathematics	1	1	1	1
		Reading	1	1	1	1
		Writing	3	3	6	1
DE	Delaware Student Testing Program - Mathematics NRT	Mathematics	1	1	1	1
	Delaware Student Testing Program - Reading NRT	Reading	1	1	1	1
	Delaware Student Testing Program - Science 8 & 11	Science	1	2	1,5	1
	Delaware Student Testing Program - Social Studies 8 & 11	Social Studies	1	2	1,5	1
	Delaware Student Testing Program - Standards-Based Mathematics	Mathematics	1	1,2	1, 5, 6	1
	Delaware Student Testing Program - Standards-Based Reading	Reading	1	2	1, 5, 6	2
	Delaware Student Testing Program - Standards-Based Writing	Writing	1	3	6	1

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State	Component		Student Groups	Test Types	Item Types	Assessment Administration
DoDEA	CTB TerraNova Multiple Assessment	Mathematics	1	1	1,3,5	1
		Reading	1	1	1,3,5	1
		Other LA	1	1	1,3,5	1
		Science	1	1	1,3,5	1
		Social Studies	1	1	1,3,5	1
FL	No Response to 1999-2000 Survey					
GA	Criterion-Referenced Competency Tests (CRCT)	Mathematics	1	2	1	2
		Reading	1	2	1	2
		Other LA	1	2	1	2
	Georgia High School Graduation Tests (GHSGT)	Mathematics	1	2	1	2
		Other LA	1	2	1	2
		Science	1	2	1	2
		Social Studies	1	2	1	2
	Georgia Kindergarten Assessment Program-Revised (GKAP-R)	Mathematics	1	4	1,7,9,11	1
		Reading	1	4	11	1
		Social/Emotional Development	1	4	11	1
	Iowa Tests of Basic Skills	Mathematics	1	1	1	1
		Reading	1	1	1	1
		Other LA	1	1	1	1
		Science	1	1	1	1
		Social Studies	1	1	1	1
	Writing Test	Writing	1	3	6	
GU	SAT9 Norm-Referenced Test	Mathematics	1	1	1	1
		Reading	1	1	1	1
		Other LA	1	1	1	1
		Science	1	1	1	1
		Social Studies	1	1	1	1
HI	Stanford Achievement Test 9th Ed. Abbreviated	Mathematics	1	1	1	1
		Reading	1	1	1	1
IA	Standardized Testing ITBS and ITED	Mathematics	1	1	1	2
		Reading	1	1	1	2
ID	Math Assessment	Mathematics	1	4	5,6,8	1

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State	Component		Student Groups	Test Types	Item Types	Assessment Administration
ID	Norm-Referenced Test	Mathematics	1	1	1	1
		Reading	1	1	1	1
		Writing	1	1	1	1
		Other LA	1	1	1	1
		Science	1	1	1	1
		Social Studies	1	1	1	1
		Civics	1	1	1	1
		Economics	1	1	1	1
		Geography	1	1	1	1
		History	1	1	1	1
	Writing Assessment	Writing	1	3	6	1
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	Mathematics	1	1,2	1,6	1
		Reading	1	1,2	1,6	1
		Writing	1	1,2,3	6	1
		Science	1	1,2	1	1
		Social Studies	1	1,2	1	1
		Health Ed.	5	1	1	3
		Physical Ed.	5	1	1	3
		Dance	5	1	1	3
		Music	5	1	1	3
		Theatre	5	1	1	3
IN	Statewide Assessment	Mathematics	1	1, 2	1, 5	1
		Reading	1	1, 2	1, 5	1
		Writing	1	2, 3	6	1
		Other LA	1	1, 2	1, 5	1
KS	Kansas Assessment Program	Mathematics	1	2	1	3
		Reading	1	2	1	3
		Writing	1	3	6	3
KY	Alternate Portfolio	Alternate Portfolio	1	6	7,8,9	1

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State	Component		Student Groups	Test Types	Item Types	Assessment Administration
KY	KCCT On-Demand	Mathematics	1	3	1, 6	3
		Reading	1	3	1, 6	3
		Writing	1	3	6	3
		Science	1	3	1, 6	3
		Social Studies	1	3	1, 6	3
		Civics	1	3	1, 6	3
		Economics	1	3	1, 6	3
		Geography	1	3	1, 6	3
		History	1	3	1, 6	3
		Health Ed.	1	3	1, 6	3
		Physical Ed.	1	3	1, 6	3
		Dance	1	3	1, 6	3
		Music	1	3	1, 6	3
		Theatre	1	3	1, 6	3
		Visual Arts	1	3	1, 6	3
		Employ. Skills	1	3	1, 6	3
		Career/Voc. Ed.	1	3	1, 6	3
		Humanities	1	3	1, 6	3
	National Norm-Referenced Test	Mathematics	1	1	1	1
		Reading	1	1	1	1
		Other LA	1	1	1	1
	Writing Portfolio Assessment	Writing	1	3,5	8	1
LA	Graduation Exit Examination (GEE)	Mathematics	1	2	1	1
		Reading	1	2	1	1
		Writing	1	2	6	1
		Science	1	2	1	1
		Social Studies	1	2	1	1
		Civics	1	2	1	1
		Economics	1	2	1	1
		Geography	1	2	1	1
	LEAP 21 Grades 4, 8	Mathematics	1	2	1, 6	1
		Reading	1	2	1, 6	1
		Writing	1	2	6	1
		Science	1	2	1, 6, 9	1
		Social Studies	1	2	1, 6	1
		Civics	1	2	1, 6	1
		Economics	1	2	1, 6	1
		Geography	1	2	1, 6	1
		History	1	2	1, 6	1

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State	Component		Student Groups	Test Types	Item Types	Assessment Administration
LA	The Iowa Tests, Complete Battery	Mathematics	1	1	1	1
		Reading	1	1	1	1
		Science	1	1	1	1
		Social Studies	1	1	1	1
		Civics	1	1	1	1
		Economics	1	1	1	1
		Geography	1	1	1	1
		History	1	1	1	1
		The complete battery was administered.	1	1	1	1
MA	Massachusetts Comprehensive Assessment System (MCAS)	Mathematics	1	2	1, 5, 6	2
		Reading	1	2	1, 6	2
		Writing	1	3	6	1
		Science	1	2	1, 6	2
		History	1	2	1, 6	2
			MCAS Alternate Assessment			
MD	High School Assessments	Mathematics	1-all taking courses	2	1,5,6,13	2
		Science	1-all taking courses	2	1,5,6	2
		Social Studies	1-all taking courses	2	1,5,6	2
		English	1-all taking courses	2	1,5,6	2
	Maryland Functional Tests	Mathematics	1	2	1	1
		Reading	1	2	1	1
		Writing	1	2, 3	6	1
	Maryland School Performance Assessment Program (MSPAP)	Mathematics	1	4	5, 6, 9, 10	3
		Reading	1	4	5, 6	3
		Writing	1	4	5, 6	3
		Other LA	1	4	5, 6	3
		Science	1	4	5, 6, 9, 10	3
		Social Studies	1	4	5, 6, 9, 10	3
ME	Maine Educational Assessment	Mathematics	1	2,4	1,5,6	2
		Reading	1	2,4	1,5,6	2
		Writing	1	2,3,4	1,5,6	2
		Science	1	2,4	1,5,6	2
		Social Studies	1	2,4	1,5,6	2
		Health Ed.	3	2,4	1,5,6	3
		Visual Arts	3	2,4	1,5,6	3

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MI	Grade 4 and 7 Reading and Mathematics	Mathematics	1	2	1	1
		Reading	1	2	1	1
	Grade 5 and 8 Science, Social Studies, and Writing	Writing	1	3	6	1
		Science	1	2	1, 5, 10	1
		Social Studies	1	2	1, 5, 6	1
	MEAP High School Test	Mathematics	1	2	1, 5	1
		Reading	1	2	1, 6	1
		Writing	1	3	6	1
		Science	1	2	1,5	1
		Social Studies	1	2	1, 5, 6	1
MN	Basic Standards Tests	Mathematics	1	2	1	2
		Reading	1	2	1	2
		Writing	1	2	5	2
	Minnesota Comprehensive Assessments	Mathematics	1	2	1, 5	2
		Reading	1	2	1, 5	2
		Writing	1	3	6	1
MO	MAP	Mathematics	1	1, 2, 4	1, 5, 6	1
		Reading	1	1, 2, 4	1, 5, 6	1
		Writing	1	4	1, 5, 6	1
		Science	1	1, 2, 4	1, 5, 6	1
		Social Studies	1	1, 2, 4	1, 5, 6	1
		Civics	1	1, 2, 4	1, 5, 6	1
		Economics	1	1, 2, 4	1, 5, 6	1
		Geography	1	1, 2, 4	1, 5, 6	1
		History	1	1, 2, 4	1, 5, 6	1
		Health Ed.	7	1, 2, 4	1, 5, 6	1
		Physical Ed.	3	4	9	1
		Dance	7	2	1,5	1
		Music	7	2	1, 5	1
		Theatre	7	2	1, 5	1
		Visual Arts	7	2	1, 5	1
MP	Stanford Achievement Test, Ninth Edition	Mathematics	1	1	1	1
		Reading	1	1	1	1
		Writing	1	1	1	1
		Science	1	1	1	1
		Social Studies	1	1	1	1

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MS	Career Planning and Assessment System	Mathematics	1	2	1	1
		Reading	1	2	1	1
		Career/Voc. Ed.	1	2	1	1
		WorkKeys Skills	1	2	1	1
	Functional Literacy Examination	Mathematics	1	2	1	1
		Reading	1	2	1	1
		Writing	1	2,3	1,6	1
	Norm-Referenced Testing	Mathematics	1	1	1	1
		Reading	1	1	1	1
		Other LA	1	1	1	1
MT	Student Assessment Requirement	Mathematics	1	1	1	1
		Reading	1	1	1	1
		Other LA	1	1	1	1
		Science	1	1	1	1
		Social Studies	1	1	1	1
NC	NC Annual Testing Program	Mathematics	1	1,2	1,5	3
		Reading	1	1,2	1,5	3
		Writing	1	3,4	6	1
		Science	1	1,2	1	3
		Civics	1	1,2	1	3
		History	1	1,2	1	3
		Computer Skills	1	2,5	1,4,5,12	3
	NC Testing Program - Competency Testing	Mathematics	1	1, 2,	1	3
		Reading	1	1, 2	1	3
	NC Tests of Computer Skills	Computer Skills	1	2	1, 5, 12	1, 3
	Norm-Referenced Testing Program	Mathematics	1	1	1	1
		Reading	1	1	1	1
		Other LA	1	1	1	1
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	Mathematics	1	1	1, 5 at grade 4	1
		Reading	1	1	1, 5 at grade 4	1
		Other LA	1	1	1, 5 at grade 4	1
		Science	1	1	1, 5 at grade 4	1
		Social Studies	1	1	1, 5 at grade 4	1
NE	No State Assessments 1999-2000			1,2,3,4,5	1,2,3,4,5,6,7	1,2
		Reading	Grades 4,8,11	1,2,3,4,5	1,2,3,4,5,6,7	1,2
		Writing	4,8,11	Prompt–6 trait writing		

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5 = Individual student sampling
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7 = Voluntary at school level
8 = Voluntary at student level

Assessment Type(s)
1 = Norm-referenced test
2 = Criterion-referenced test
3 = Writing assessment
4 = Performance assessment
5 = Portfolios
6 = Other

Item Type(s)
1 = Mulitple-choice, single correct answer
2 = Mulitiple-choice, multiple correct answer
3 = Mulitiple-choice, with student explanation
4 = Fill in the blank or cloze
5 = Short constructed response
6 = Extended constructed response
7 = Observation
8 = Examples of student work
9 = Individual hands-on performance tasks
10 = Group hands-on performance tasks
11 = Projects, exhibitions, or demonstrations
12 = Computer administered items
13 = Gridded
14 = Other

Assessment Administration
1 = All students take common test
2 = Multiple forms with common items (anchor)
3 = Multiple forms with no common items

Question 3.1.9 Please identify which groups of students at the designated grades were assessed in this component, the type(s) of measures used, the types of items contained in those measures, and how the assessment items were given to students. See the legend below for coded options.

State	Component		Student Groups	Test Types	Item Types	Assessment Administration
NH	NH Educational Improvement and Assessment Program	Mathematics	1	2	1, 6	2
		Reading	1	2	1, 6	2
		Writing	1	2, 3	1, 6	2
		Other LA	1	2	1, 6	2
		Science	1	2	1, 6	2
		Social Studies	1	2	1, 6	2
		Civics	1	2	1, 6	2
		Economics	1	2	1, 6	2
		Geography	1	2	1, 6	2
		History	1	2	1, 6	2
NJ	Elementary School Proficiency Assessment	Mathematics	1	2	1, 6	2
		Other LA	1	2, 3	1, 6	2
		Science	1	2	1, 6	2
	Grade 11 High School Proficiency Test	Mathematics	1	2	1, 6, 13	1
		Reading	1	2	1, 6	1
		Writing	1	2, 3	1, 6	1
	Grade Eight Proficiency Assessment	Mathematics	1	2	1, 6	1
		Other LA	1	2, 3	1,6	1
NM	NM Achievement Assessment	Mathematics	1	1, 2, 4	1, 4, 5, 6	1
		Reading	1	1, 2, 4	1, 4, 5, 6	1
		Other LA	1	1, 2, 4	1, 4, 5, 6	1
		Science	1	1, 2, 4	1, 4, 5, 6	1
		Social Studies	1	1, 2, 4	1, 4, 5, 6	1
	NM High School Competency Exam	Mathematics	1	2, 4	1,5	1
		Reading	1	2, 4	1,5	1
		Writing	1	2, 4	6	1
		Other LA	1	2, 4	1,5	1
		Science	1	2, 4	1,5	1
		Social Studies	1	2, 4	1,5	1
	NM Writing Assessment Program	Writing	1	4	6	1
	Reading Assessments for Grades 1 and 2	Reading	1	6 (local option)	14 (local option)	local option
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	Writing	1	3	6	1

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Assessment Type(s)
1 = Norm-referenced test
2 = Criterion-referenced test
3 = Writing assessment
4 = Performance assessment
5 = Portfolios
6 = Other

Item Type(s)
1 = Mulitple-choice, single correct answer
2 = Mulitiple-choice, multiple correct answer
3 = Mulitiple-choice, with student explanation
4 = Fill in the blank or cloze
5 = Short constructed response
6 = Extended constructed response
7 = Observation
8 = Examples of student work
9 = Individual hands-on performance tasks
10 = Group hands-on performance tasks
11 = Projects, exhibitions, or demonstrations
12 = Computer administered items
13 = Gridded
14 = Other

Assessment Administration
1 = All students take common test
2 = Multiple forms with common items (anchor)
3 = Multiple forms with no common items

Question 3.1.9 Please identify which groups of students at the designated grades were assessed in this component, the type(s) of measures used, the types of items contained in those measures, and how the assessment items were given to students. See the legend below for coded options.

State	Component		Student Groups	Test Types	Item Types	Assessment Administration
NV	High School Proficiency Examination	Mathematics	1	2	1	1
		Reading	1	2	1	1
		Writing	1	3	6	1
	Norm-Referenced Testing at Grades 4, 8, and 10	Mathematics	1	1	1	1
		Reading	1	1	1	1
		Other LA	1	1	1	1
		Science	1	1	1	1
NY	New York State Testing Program	Mathematics	1	2	1,5,6	1
		Reading	1	2	1,5,6	1
		Writing	1	2	1,5,6	1
		Other LA	1	2	1,5,6	1
	Occupational Education Proficiency Examinations	Career/Voc. Ed.	1	2	1, 5	1
	Program Evaluation Tests (PET)	Science	1	2	1, 6	1
	Regents Competency Tests	Mathematics	1	2	1, 5	1
		Reading	1	2	4	1
		Writing	1	3	6	1
		Science	1	2	1, 5	1
		Social Studies	1	2	1, 6	1
	Regents Examination Program	Mathematics	1	2	1, 5, 6	1
		Other LA	1	2	1, 6	1
		Science	1	2	1, 5, 6	1
		Social Studies	1	2	1, 6	1
		Geography	1	2	1, 6	
		History	1	2	1, 6	
		Foreign Lang.	1	2	1, 5, 11	1
	Second Language Proficiency Exams	Foreign Lang.	1	2, 3, 4	1, 6, 11	1
OH	12th-Grade Proficiency Testing	Mathematics	1	2	1, 13	1
		Reading	1	2	1	1
		Writing	1	3	6	1
		Social Studies	1	2	1	1
		Civics	1	2	1	1
		Economics	1	2	1	1
		Geography	1	2	1	1
		History	1	2	1	1

Student Groups
1 = All students statewide
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7 = Voluntary at school level
8 = Voluntary at student level

Assessment Type(s)
1 = Norm-referenced test
2 = Criterion-referenced test
3 = Writing assessment
4 = Performance assessment
5 = Portfolios
6 = Other

Item Type(s)
1 = Mulitple-choice, single correct answer
2 = Mulitiple-choice, multiple correct answer
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4 = Fill in the blank or cloze
5 = Short constructed response
6 = Extended constructed response
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8 = Examples of student work
9 = Individual hands-on performance tasks
10 = Group hands-on performance tasks
11 = Projects, exhibitions, or demonstrations
12 = Computer administered items
13 = Gridded
14 = Other

Assessment Administration
1 = All students take common test
2 = Multiple forms with common items (anchor)
3 = Multiple forms with no common items

Question 3.1.9

Please identify which groups of students at the designated grades were assessed in this component, the type(s) of measures used, the types of items contained in those measures, and how the assessment items were given to students. See the legend below for coded options.

State	Component		Student Groups	Test Types	Item Types	Assessment Administration
OH	4th-Grade Proficiency Testing	Mathematics	1	2	1, 5, 6	1
		Reading	1	2	1, 5, 6	1
		Writing	1	3	6	1
		Science	1	2	1, 5, 6	1
		Social Studies	1	2	1, 5, 6	1
		Civics	1	2	1, 5, 6	1
		Economics	1	2	1, 5, 6	1
		Geography	1	2	1, 5, 6	1
		History	1	2	1, 5, 6	1
	6th-Grade Proficiency Testing	Mathematics	1	2	1, 5, 6	1
		Reading	1	2	1, 5, 6	1
		Writing	1	3	6	1
		Science	1	2	1, 5, 6	1
		Social Studies	1	2	1, 5, 6	1
		Civics	1	2	1, 5, 6	1
		Economics	1	2	1, 5, 6	1
		Geography	1	2	1, 5, 6	1
		History	1	2	1, 5, 6	1
	9th-Grade Proficiency Testing	Mathematics	1	2	1	1
		Reading	1	2	1	1
		Writing	1	3	6	1
		Science	1	2	1	1
		Social Studies	1	2	1	1
		Civics	1	2	1	1
		Economics	1	2	1	1
		Geography	1	2	1	1
		History	1	2	1	1
OK	Oklahoma Core Curriculum Tests - Multiple Choice	Mathematics	1	2	1	1
		Reading	1	2	1	1
		Science	1	2	1	1
		Geography	1	2	1	1
		History	1	2	1	1
		Art	1	2	1	1
	Oklahoma Core Curriculum Tests - Writing	Writing	1	4	6	1
OR	Reading, Writing, Science, and Mathematics Assessment	Mathematics	1	2,4	1,6	2
		Reading	1	2	1	2
		Writing	1	3	6	2
		Science	1	2	1	2
PA	Reading, Mathematics	Mathematics	1	2,4	1,6	2
		Reading	1	2,4	1,6	2

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Assessment Type(s)
1 = Norm-referenced test
2 = Criterion-referenced test
3 = Writing assessment
4 = Performance assessment
5 = Portfolios
6 = Other

Item Type(s)
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6 = Extended constructed response
7 = Observation
8 = Examples of student work
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12 = Computer administered items
13 = Gridded
14 = Other

Assessment Administration
1 = All students take common test
2 = Multiple forms with common items (anchor)
3 = Multiple forms with no common items

Question 3.1.9 Please identify which groups of students at the designated grades were assessed in this component, the type(s) of measures used, the types of items contained in those measures, and how the assessment items were given to students. See the legend below for coded options.

State	Component		Student Groups	Test Types	Item Types	Assessment Administration
PR	Pruebas Puertorriqueñas de Competencias Escolares	Mathematics	1	2	1, 14	1
		Reading	1	2	1, 14	1
		Writing	1	2, 3	1, 14	1
		Other LA	1	2	1, 14	1
		Science	1	2	1, 14	1
		Social Studies	1	2	1, 14	1
RI	English Lang. Arts & Math Performance Assessment	Mathematics	1	2	1,5,6	1
		Reading	1	2	1,5,6	1
		Writing	1	2	1,5,6	1
	Health Education Performance Assessment	Health Ed.	1	2	1, 5, 6	2
	Writing Performance Assessment	Writing	1	3	6	1
SC	Criterion-Referenced Tests - BSAP - High School Exit Examination	Mathematics	1	2	1	1
		Reading	1	2	1	1
		Writing	1	2, 3	6	1
	Criterion-Referenced Tests - PACT grades 3 - 8	Mathematics	1	2	1, 4, 5	1
		Eng. lang arts	1	2, 3	1, 4, 5, 6	1
	Criterion-Referenced Tests - Readiness Test	Eng. lang arts	1	2	1, 7, 8, 9, 11	1
	Norm-Referenced Testing - TerraNova sample testing	Mathematics	3	1	1	1
		Reading	3	1	1	1
		Other LA	3	1	1	1
SD	Stanford Achievement Test, Ninth Edition	Mathematics	1	1	1	2
		Reading	1	1	1	2
		Writing	1	3	6	2
		Other LA	1	1	1	2
		Science	1	1	1	2
		Social Studies	1	1	1	2
		Civics	1	1	1	2
		Economics	1	1	1	2
		Geography	1	1	1	2
		History	1	1	1	2

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1 = All students statewide
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Assessment Type(s)
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Assessment Administration
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Question 3.1.9 Please identify which groups of students at the designated grades were assessed in this component, the type(s) of measures used, the types of items contained in those measures, and how the assessment items were given to students. See the legend below for coded options.

State	Component		Student Groups	Test Types	Item Types	Assessment Administration
SD	Stanford Writing Assessment Program, Third Edition	Mathematics	1	1	1	2
		Reading	1	1	1	2
		Writing	1	3	6	2
		Other LA	1	1	1	2
		Science	1	1	1	2
		Social Studies	1	1	1	2
		Civics	1	1	1	2
		Economics	1	1	1	2
		Geography	1	1	1	2
		History	1	1	1	2
TN	Achievement Test (3-8)	Mathematics	1	1	1	1
		Reading	1	1	1	1
		Other LA	1	1	1	1
		Science	1	1	1	1
		Social Studies	1	1	1	1
	Competency Test	Mathematics	1	2	1	1
		Other LA	1	2	1	1
	High School End of Course	Mathematics	1	1	1	1
	TCAP Writing Assessment (4, 7, 11)	Writing	1	4	9	1
TX	Reading Proficiency Tests in English (RPTE)	Reading		2	1	2
	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	Mathematics	1	2	1	2
		Reading	1	2	1	2
		Writing	1	3	1,6	2
		Other LA	1	2,3	1,5,6	2
		Science	1	2	1	2
		Social Studies	1	2	1	2
		History	1	2	1	2
		Algebra I	1	2	1	2

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Question 3.1.9 Please identify which groups of students at the designated grades were assessed in this component, the type(s) of measures used, the types of items contained in those measures, and how the assessment items were given to students. See the legend below for coded options.

State	Component		Student Groups	Test Types	Item Types	Assessment Administration
UT	Core Curriculum Testing (Perf. Assessment)	Mathematics	7	4	6	1
		Reading	7	4	6	1
		Writing	7	3	6	1
		Other LA	7	4	6	1
		Science	7	4	6	1
		Social Studies	7	4	6	1
		Civics	7	4	2	1
		Economics	7	4	6	1
		Geography	7	4	6	1
		History	7	4	6	1
		Visual Arts	7	4	6	1
	Norm-Referenced Testing	Mathematics	1	1	1	1
		Reading	1	1	1	1
		Other LA	1	1	1	1
		Science	1	1	1	1
		Social Studies	1	1	1	1
	Utah Core Assessment CRT Program	Mathematics	1	2	1	1
		Reading	1	2	1	1
		Writing	1	2	1	1
		Science	1	2	1	1
VA	Standards of Learning (SOL) Assessment Program	Mathematics	1	2	1	2
		Reading	1	2	1	2
		Writing	1	2, 3	1, 6	2
		Science	1	2	1	2
		History	1	2	1	2
		Computer Skills	1	2	1	2
	Virginia Literacy Testing Program	Mathematics	1	2	1	1
		Reading	1	2	1, 4	1
		Writing	1	2, 3	6	1
	Virginia State Assessment NRT Program	Mathematics	1	1	1	1
		Reading	1	1	1	1
		Other LA	1	1	1	1
VI	Terra Nova Assessments Series	Mathematics	1	1	1,6	1
		Reading	1	1	1,6	1
		Other LA	1	1	1,6	1
		Science	1	1	1,6	1
		Social Studies	1	1	1, 6	1
VT	Standard's Referenced Exams (NSRE)	Mathematics	1	2	1, 5, 6	1
		Reading	1	2	1, 5, 6	1
		Writing	1	3	1, 6	1

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Item Type(s)
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Assessment Administration
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2 = Multiple forms with common items (anchor)
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Question 3.1.9 **Please identify which groups of students at the designated grades were assessed in this component, the type(s) of measures used, the types of items contained in those measures, and how the assessment items were given to students. See the legend below for coded options.**

State	Component		Student Groups	Test Types	Item Types	Assessment Administration
VT	Vermont Developmental Reading Assessment	Reading	1	4	6,7	1
WA	Norm-Referenced Testing	Mathematics	1	1	1	1
		Reading	1	1	1	1
		Other LA	1	1	1	1
	Second Grade Reading	Reading	1	2, 4	7	3
	Washington Assessment of Student Learning	Mathematics	4th (1); 7th (7); 10th(7)	2	1,5,6	1
		Reading	4th (1); 7th (7); 10th(7)	2	1,5,6	1
		Writing	4th (1); 7th (7); 10th(7)	3	6	1
		Other LA	4th (1); 7th (7); 10th(7)	2	1,5,6	1
WI	Reading Comprehension	Reading	1	1, 2	1, 5	1
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	Mathematics	1	1, 2	1, 5	1
		Reading	1	1, 2	1, 5	1
		Writing	1	3	6	1
		Other LA	1	3	1,5	1
		Science	1	1, 2	1, 5	1
		Social Studies	1	1, 2	1, 5	1
WV	ACT Explore	Mathematics	1	1	1	1
		Reading	1	1	1	1
		Science	1	1	1	1
		Social Studies	1	1	1	1
	ACT Work Keys	Employ. Skills	1	2	1	1
	National Assessment of Educational Progress	Mathematics	2	1	1	1
		Science	2	1	1	1
	Norm-referenced Test	Mathematics	1	1	1	1
		Reading	1	1	1	1
		Other LA	1	1	1	1
		Science	1 (Grade 3-11)	1 (Grade 3-11)	1 (Grade 3-11)	1 (Grade 3-11)
		Social Studies	1 (Grade 3-11)	1 (Grade 3-11)	1 (Grade 3-11)	1 (Grade 3-11)
	Writing Assessment	Writing	1	3	6	1

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Assessment Administration
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2 = Multiple forms with common items (anchor)
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Question 3.1.9 Please identify which groups of students at the designated grades were assessed in this component, the type(s) of measures used, the types of items contained in those measures, and how the assessment items were given to students. See the legend below for coded options.

State	Component		Student Groups	Test Types	Item Types	Assessment Administration
WY	Carl Perkins Assessment					
		Employ. Skills	3	4	7	1
		Career/Voc. Ed	3	4	7, 8	1
	Wyoming Comprehensive Assessment System	Mathematics	1	1,2	1,5,6	2
		Reading	1	1,2	1,5,6	2
		Writing	1	3	1,6	2

Student Groups

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Item Type(s)

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Assessment Administration

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3 = Multiple forms with no common items

Question 3.1.10 Were students allowed to use calculators during testing on any subject assessed in this component?

State	Component	Calculators allowed:			A. If yes, how were the calculators supplied?			B. If yes, what kind of calculators were allowed?				C. Were there any sections of the test that students were not permitted to use the calculator?		D. Are there any items on the assessment that are "calculator dependent"?	
		Yes	No	N/A	by student	by school	supplied with the test materials and were collected	graphing	scientific	four function	no restrictions	Yes	No	Yes	No
AK	California Achievement Test, fifth edition	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☑
	Norm-Referenced Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
AL	Alabama Direct Assessment of Writing	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Alabama Early Learning Inventory	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Alabama High School Graduation Exam, Third Edition	☑	☐	☐	☐	☐	☑	☐	☐	☑	☐	☑	☐	☐	☑
	Alabama Reading Assessment: Grade 1	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Alabama Reading Assessment: Grade 2	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Stanford Achievement Test, 9th edition	☑	☐	☐	☑	☑	☐	☐	☐	☐	☑	☑	☐	☐	☑
AR	Criterion-Referenced Testing	☑	☐	☐	☑	☑	☐	☑	☑	☑	☐	☑	☐	☐	☑
	Norm-Referenced Testing	☑	☐	☐	☑	☑	☐	☑	☑	☑	☐	☑	☐	☐	☑
AS	Stanford Achievement Test Ninth Edition	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑
AZ	CRT: Arizona's Instrument to Measure Standards (AIMS)	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☑
	NRT: Stanford Achievement Test, Ninth Edition	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
CA	Assessments in Career Education	☑	☐	☐	☑	☐	☐	☐	☐	☐	☑	☐	☑	☐	☑
	CHSPE	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	GED	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Golden State Exams	☑	☐	☐	☑	☑	☐	☑	☑	☐	☐	☐	☑	☐	☑
	Physical Fitness Test	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Standardized Testing and Reporting Program (STAR)	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑

Question 3.1.10 Were students allowed to use calculators during testing on any subject assessed in this component?

		Calculators allowed:			A. If yes, how were the calculators supplied?			B. If yes, what kind of calculators were allowed?				C. Were there any sections of the test that students were not permitted to use the calculator?		D. Are there any items on the assessment that are "calculator dependent"?	
State	Component	Yes	No	N/A	by student	by school	supplied with the test materials and were collected	graphing	scientific	four function	no restrictions	Yes	No	Yes	No
CO	Reading, Writing, Mathematics, and Science	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☑
CT	Connecticut Academic Performance Test (CAPT)	☑	☐	☐	☐	☑	☐	☐	☐	☐	☑	☑	☐	☐	☑
	Connecticut Mastery Test (CMT)	☑	☐	☐	☐	☑	☐	☐	☐	☐	☑	☑	☐	☐	☑
DC	Stanford Achievement Tests- Ninth Edition	☑	☐	☐	☑	☑	☐	☐	☐	☐	☑	☑	☐	☐	☑
DE	Delaware Student Testing Program - Mathematics NRT	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Reading NRT	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Science 8 & 11	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Social Studies 8 & 11	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Mathematics	☑	☐	☐	☐	☑	☐	☑	☑	☑	☐	☑	☐	☑	☐
	Delaware Student Testing Program - Standards-Based Reading	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Writing	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
DoDEA	CTB TerraNova Multiple Assessment	☑	☐	☐	☐	☑	☐	☐	☐	☑	☐	☑	☐	☐	☑
FL	No Response to 1999-2000 Survey	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Question 3.1.10 Were students allowed to use calculators during testing on any subject assessed in this component?

State	Component	Calculators allowed:			A. If yes, how were the calculators supplied?			B. If yes, what kind of calculators were allowed?				C. Were there any sections of the test that students were not permitted to use the calculator?		D. Are there any items on the assessment that are "calculator dependent"?	
		Yes	No	N/A	by student	by school	supplied with the test materials and were collected	graphing	scientific	four function	no restrictions	Yes	No	Yes	No
GA	Criterion-Referenced Competency Tests (CRCT)	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Georgia High School Graduation Tests (GHSGT)	☑	☐	☐	☑	☐	☐	☑	☐	☑	☐	☐	☑	☐	☑
	Georgia Kindergarten Assessment Program-Revised (GKAP-R)	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Iowa Tests of Basic Skills	☑	☐	☐	☐	☑	☐	☐	☐	☑	☐	☑	☐	☐	☑
	Writing Test	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
GU	SAT9 Norm-Referenced Test	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐
HI	Stanford Achievement Test 9th Ed. Abbreviated	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
IA	Standardized Testing ITBS and ITED	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
ID	Math Assessment	☑	☐	☐	☑	☐	☐	☐	☐	☑	☐	☐	☑	☐	☑
	Norm-Referenced Test	☑	☐	☐	☑	☐	☐	☐	☐	☑	☐	☑	☐	☐	☑
	Writing Assessment	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	☑	☐	☐	☑	☑	☐	☐	☐	☑	☐	☐	☑	☐	☑
IN	Statewide Assessment	☑	☐	☐	☐	☐	☑	☐	☐	☑	☐	☑	☐	☐	☑
KS	Kansas Assessment Program	☑	☐	☐	☑	☑	☐	☑	☑	☑	☐	☑	☐	☐	☑
KY	Alternate Portfolio	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☑
	KCCT On-Demand	☑	☐	☐	☑	☑	☐	☑	☑	☑	☐	☐	☑	☐	☑
	National Norm-Referenced Test	☑	☐	☐	☑	☑	☐	☑	☑	☑	☐	☑	☐	☐	☑
	Writing Portfolio Assessment	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☑

Question 3.1.10 Were students allowed to use calculators during testing on any subject assessed in this component?

State	Component	Calculators allowed:			A. If yes, how were the calculators supplied?			B. If yes, what kind of calculators were allowed?				C. Were there any sections of the test that students were not permitted to use the calculator?		D. Are there any items on the assessment that are "calculator dependent"?	
		Yes	No	N/A	by student	by school	supplied with the test materials and were collected	graphing	scientific	four function	no restrictions	Yes	No	Yes	No
LA	Graduation Exit Examination (GEE)	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	LEAP 21 Grades 4, 8	☑	☐	☐	☐	☑	☐	☑	☑	☑	☐	☑	☐	☐	☑
	The Iowa Tests, Complete Battery	☑	☐	☐	☐	☑	☐	☐	☑	☑	☐	☑	☐	☐	☑
MA	Massachusetts Comprehensive Assessment System (MCAS)	☑	☐	☐	☑	☑	☐	☐	☐	☐	☑	☑	☐	☐	☑
MD	High School Assessments	☑	☐	☐	☐	☑	☐	☑	☑	☐	☐	☑	☐	☑	☐
	Maryland Functional Tests	☑	☐	☐	☑	☑	☐	☐	☐	☑	☐	☑	☐	☐	☑
	Maryland School Performance Assessment Program (MSPAP)	☑	☐	☐	☐	☑	☐	☑	☑	☑	☐	☑	☐	☑	☐
ME	Maine Educational Assessment	☑	☐	☐	☑	☑	☐	☐	☐	☐	☑	☑	☐	☑	☐
MI	Grade 4 and 7 Reading and Mathematics	☑	☐	☐	☑	☑	☐	☑	☑	☑	☑	☑	☐	☐	☑
	Grade 5 and 8 Science, Social Studies, and Writing	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	MEAP High School Test	☑	☐	☐	☑	☑	☐	☑	☑	☑	☑	☐	☑	☐	☑
MN	Basic Standards Tests	☑	☐	☐	☑	☐	☐	☐	☐	☐	☑	☑	☐	☐	☑
	Minnesota Comprehensive Assessments	☑	☐	☐	☐	☑	☐	☐	☐	☐	☑	☑	☐	☐	☑
MO	MAP	☑	☐	☐	☑	☑	☐	☐	☐	☐	☑	☑	☐	☑	☐
MP	Stanford Achievement Test, Ninth Edition	☑	☐	☐	☑	☐	☐	☐	☑	☐	☐	☐	☐	☑	☐
MS	Career Planning and Assessment System	☑	☐	☐	☐	☑	☐	☐	☐	☐	☑	☐	☑	☐	☑
	Functional Literacy Examination	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
MT	Student Assessment Requirement	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Question 3.1.10 Were students allowed to use calculators during testing on any subject assessed in this component?

State	Component	Calculators allowed: Yes	Calculators allowed: No	Calculators allowed: N/A	A. If yes, how were the calculators supplied? by student	by school	supplied with the test materials and were collected	B. If yes, what kind of calculators were allowed? graphing	scientific	four function	no restrictions	C. Were there any sections of the test that students were not permitted to use the calculator? Yes	No	D. Are there any items on the assessment that are "calculator dependent"? Yes	No
NC	NC Annual Testing Program	☑	☐	☐	☑	☑	☐	☑	☑	☑	☐	☑	☐	☑	☐
	NC Testing Program - Competency Testing	☑	☐	☐	☑	☑	☐	☐	☑	☑	☐	☑	☐	☐	☑
	NC Tests of Computer Skills	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☑
	Norm-Referenced Testing Program	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☑
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☑	☐	☐	☑	☐	☐	☑	☑	☑	☐	☑	☐	☐	☑
NE	No State Assessments 1999-2000	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
NH	NH Educational Improvement and Assessment Program	☑	☐	☐	☑	☑	☐	☐	☐	☑	☐	☑	☐	☐	☑
NJ	Elementary School Proficiency Assessment	☑	☐	☐	☐	☑	☐	☐	☐	☐	☑	☑	☐	☐	☑
	Grade 11 High School Proficiency Test	☑	☐	☐	☐	☑	☐	☐	☐	☐	☑	☑	☐	☐	☑
	Grade Eight Proficiency Assessment	☑	☐	☐	☐	☑	☐	☐	☐	☐	☑	☑	☐	☐	☑
NM	NM Achievement Assessment	☑	☐	☐	☑	☑	☐	☐	☐	☑	☐	☑	☐	☐	☑
	NM High School Competency Exam	☑	☐	☐	☑	☑	☐	☐	☐	☑	☐	☑	☐	☐	☑
	NM Writing Assessment Program	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Reading Assessments for Grades 1 and 2	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	High School Proficiency Examination	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑
	Norm-Referenced Testing at Grades 4, 8, and 10	☑	☐	☐	☐	☑	☐	☐	☐	☑	☐	☑	☐	☐	☑

Question 3.1.10 Were students allowed to use calculators during testing on any subject assessed in this component?

State	Component	Calculators allowed:			A. If yes, how were the calculators supplied?			B. If yes, what kind of calculators were allowed?				C. Were there any sections of the test that students were not permitted to use the calculator?		D. Are there any items on the assessment that are "calculator dependent"?	
		Yes	No	N/A	by student	by school	supplied with the test materials and were collected	graphing	scientific	four function	no restrictions	Yes	No	Yes	No
NY	New York State Testing Program	☑	☐	☐	☑	☑	☐	☐	☑	☐	☐	☑	☐	☐	☑
	Occupational Education Proficiency Examinations	☑	☐	☐	☑	☑	☐	☐	☐	☑	☐	☐	☑	☐	☑
	Program Evaluation Tests (PET)	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Regents Competency Tests	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Regents Examination Program	☑	☐	☐	☑	☑	☐	☐	☑	☐	☐	☐	☑	☑	☐
	Second Language Proficiency Exams	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
OH	12th-Grade Proficiency Testing	☑	☐	☐	☑	☑	☐	☐	☑	☑	☐	☐	☑	☐	☑
	4th-Grade Proficiency Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	6th-Grade Proficiency Testing	☑	☐	☐	☑	☑	☐	☐	☐	☑	☐	☐	☑	☐	☑
	9th-Grade Proficiency Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
OK	Oklahoma Core Curriculum Tests - Multiple Choice	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Oklahoma Core Curriculum Tests - Writing	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
OR	Reading, Writing, Science, and Mathematics Assessment	☑	☐	☐	☑	☑	☐	☑	☑	☑	☐	☑	☐	☐	☑
PA	Reading, Mathematics	☑	☐	☐	☐	☑	☐	☐	☐	☐	☑	☑	☐	☐	☑
PR	Pruebas Puertorriqueñas de Competencias Escolares	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☑
RI	English Lang. Arts & Math Performance Assessment	☑	☐	☐	☑	☑	☐	☑	☑	☑	☐	☐	☑	☑	☐
	Health Education Performance Assessment	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Writing Performance Assessment	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

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State	Component	Yes	No	N/A	by student	by school	supplied with the test materials and were collected	graphing	scientific	four function	no restrictions	Yes	No	Yes	No
SC	Criterion-Referenced Tests - BSAP - High School Exit Examination	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Criterion-Referenced Tests - PACT grades 3 - 8	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Criterion-Referenced Tests - Readiness Test	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing - TerraNova sample testing	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
SD	Stanford Achievement Test, Ninth Edition	☑	☐	☐	☑	☐	☐	☐	☐	☑	☐	☑	☐	☐	☑
	Stanford Writing Assessment Program, Third Edition	☑	☐	☐	☑	☐	☐	☐	☐	☑	☐	☑	☐	☐	☑
TN	Achievement Test (3-8)	☑	☐	☐	☑	☐	☐	☐	☑	☑	☐	☑	☐	☐	☑
	Competency Test	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☑
	High School End of Course	☑	☐	☐	☑	☐	☐	☐	☑	☑	☐	☐	☑	☐	☑
	TCAP Writing Assessment (4, 7, 11)	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
TX	Reading Proficiency Tests in English (RPTE)	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☑	☐	☐	☑	☑	☐	☑	☐	☐	☐	☐	☑	☐	☑
UT	Core Curriculum Testing (Perf. Assessment)	☑	☐	☐	☑	☑	☐	☐	☐	☐	☐	☐	☑	☐	☑
	Norm-Referenced Testing	☑	☐	☐	☑	☑	☐	☐	☐	☐	☐	☑	☐	☐	☑
	Utah Core Assessment CRT Program	☑	☐	☐	☑	☑	☐	☑	☑	☑	☐	☑	☐	☑	☐

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State	Component	Yes	No	N/A	by student	by school	supplied with the test materials and were collected	graphing	scientific	four function	no restrictions	Yes	No	Yes	No
VA	Standards of Learning (SOL) Assessment Program	☑	☐	☐	☐	☐	☑	☑	☐	☑	☐	☑	☐	☐	☑
	Virginia Literacy Testing Program	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Virginia State Assessment NRT Program	☑	☐	☐	☐	☐	☑	☐	☐	☑	☐	☑	☐	☐	☑
VI	Terra Nova Assessments Series	☑	☐	☐	☑	☐	☐	☐	☑	☐	☐	☐	☑	☐	☑
VT	Standard's Referenced Exams (NSRE)	☑	☐	☐	☑	☐	☐	☑	☑	☑	☑	☐	☑	☐	☑
	Vermont Developmental Reading Assessment	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
WA	Norm-Referenced Testing	☑	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑
	Second Grade Reading	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Washington Assessment of Student Learning	☑	☐	☐	☑	☑	☐	☐	☐	☐	☐	☑	☐	☐	☑
WI	Reading Comprehension	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☑	☐	☐	☑	☑	☐	☐	☐	☐	☑	☑	☑	☐	☑
WV	ACT Explore	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	ACT Work Keys	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	National Assessment of Educational Progress	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-referenced Test	☑	☐	☐	☐	☑	☐	☐	☐	☑	☐	☑	☐	☐	☑
	Writing Assessment	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
WY	Carl Perkins Assessment	☑	☐	☐	☐	☑	☐	☑	☑	☑	☐	☐	☑	☐	☐
	Wyoming Comprehensive Assessment System	☑	☐	☐	☑	☑	☐	☑	☑	☑	☐	☑	☐	☑	☐

Question 3.1.10 Were students allowed to use calculators during testing on any subject assessed in this component?

State	Component	Calculators allowed:			A. If yes, how were the calculators supplied?			B. If yes, what kind of calculators were allowed?				C. Were there any sections of the test that students were not permitted to use the calculator?		D. Are there any items on the assessment that are "calculator dependent"?	
		Yes	No	N/A	by student	by school	supplied with the test materials and were collected	graphing	scientific	four function	no restrictions	Yes	No	Yes	No
	Totals by State	40	19	21	30	33	3	18	18	29	14	37	18	11	38
	Totals by Jurisdiction	4	3	0	3	2	0	0	2	0	0	0	1	0	3
	Total	44	22	21	33	35	3	18	20	29	14	37	19	11	43
	Totals by Component	70	31	35	48	52	4	23	29	43	19	54	24	12	70

Question 3.1.11 Were any manipulatives (e.g., math tiles, protractors, paper rulers) provided to students on any subjects assessed in this component?

State	Component	Yes	No	Not Applicable	If Yes, which manipulatives were provided?
AK	California Achievement Test, fifth edition	☐	☑	☐	
	Norm-Referenced Testing	☐	☑	☐	
AL	Alabama Direct Assessment of Writing	☐	☐	☑	
	Alabama Early Learning Inventory	☐	☐	☑	
	Alabama High School Graduation Exam, Third Edition	☐	☑	☐	
	Alabama Reading Assessment: Grade 1	☐	☐	☑	
	Alabama Reading Assessment: Grade 2	☐	☐	☑	
	Stanford Achievement Test, 9th edition	☑	☐	☐	Paper rulers
AR	Criterion-Referenced Testing	☑	☐	☐	Ruler, pattern blocks, counters
	Norm-Referenced Testing	☐	☑	☐	
AS	Stanford Achievement Test Ninth Edition	☑	☐	☐	paper rulers
AZ	CRT: Arizona's Instrument to Measure Standards (AIMS)	☐	☐	☐	
	NRT: Stanford Achievement Test, Ninth Edition	☐	☑	☐	
CA	Assessments in Career Education	☐	☑	☐	
	CHSPE	☐	☑	☐	
	GED	☑	☐	☐	A set of math formulas is included with the math test
	Golden State Exams	☑	☐	☐	Laboratory task kits for Biology, Chemistry, Physics, and Second-year Coordinated Science
	Physical Fitness Test	☐	☐	☑	
	Standardized Testing and Reporting Program (STAR)	☑	☐	☐	Paper rulers
CO	Reading, Writing, Mathematics, and Science	☑	☐	☐	ruler, protractor, math tiles
CT	Connecticut Academic Performance Test (CAPT)	☑	☐	☐	Paper rulers, science performance task items were provided
	Connecticut Mastery Test (CMT)	☑	☐	☐	Paper rulers
DC	Stanford Achievement Tests-Ninth Edition	☑	☐	☐	Paper Rulers
DE	Delaware Student Testing Program - Mathematics NRT	☑	☐	☐	Rulers
	Delaware Student Testing Program - Reading NRT	☐	☐	☑	

Question 3.1.11 Were any manipulatives (e.g., math tiles, protractors, paper rulers) provided to students on any subjects assessed in this component?

State	Component	Yes	No	Not Applicable	If Yes, which manipulatives were provided?
DE	Delaware Student Testing Program - Science 8 & 11	☐	☐	☐	
	Delaware Student Testing Program - Social Studies 8 & 11	☐	☑	☐	
	Delaware Student Testing Program - Standards-Based Mathematics	☑	☐	☐	Tiles, Rulers
	Delaware Student Testing Program - Standards-Based Reading	☐	☐	☑	
	Delaware Student Testing Program - Standards-Based Writing	☐	☐	☑	
DoDEA	CTB TerraNova Multiple Assessment	☑	☐	☐	Ruler, pattern shapes, protractor, etc.
FL	No Response to 1999-2000 Survey	☐	☐	☐	
GA	Criterion-Referenced Competency Tests (CRCT)	☐	☑	☐	
	Georgia High School Graduation Tests (GHSGT)	☐	☑	☐	
	Georgia Kindergarten Assessment Program-Revised (GKAP-R)	☑	☐	☐	Attribute blocks, Plastic Teddy Bear Counters, Colored Plastic Strips
	Iowa Tests of Basic Skills	☐	☐	☑	
	Writing Test	☐	☐	☑	
GU	SAT9 Norm-Referenced Test	☑	☐	☐	paper rulers
HI	Stanford Achievement Test 9th Ed. Abbreviated	☑	☐	☐	Paper rulers
IA	Standardized Testing ITBS and ITED	☐	☐	☑	
ID	Math Assessment	☑	☐	☐	Rulers, protractors, string, compass, etc. Calculators used only in eighth grade.
	Norm-Referenced Test	☐	☐	☑	
	Writing Assessment	☐	☐	☑	
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	☐	☑	☐	
IN	Statewide Assessment	☑	☐	☐	Punch out rulers (3, 6, 8, 10), protractors (6, 8, 10), punch-out coins (3 only) , geometric shapes (3 only). Note in 3.1.10 above calculators are only a part of the grade 10 test.
KS	Kansas Assessment Program	☑	☐	☐	Manipulatives are available in classroom for mathematics assessment.
KY	Alternate Portfolio	☐	☐	☑	
	KCCT On-Demand	☑	☐	☐	Grade 5 Mathematics - ruler

Question 3.1.11 Were any manipulatives (e.g., math tiles, protractors, paper rulers) provided to students on any subjects assessed in this component?

State	Component	Yes	No	Not Applicable	If Yes, which manipulatives were provided?
KY	National Norm-Referenced Test	☑	☐	☐	Mathematics - Rulers
	Writing Portfolio Assessment	☐	☐	☑	
LA	Graduation Exit Examination (GEE)	☐	☐	☐	
	LEAP 21 Grades 4, 8	☑	☐	☐	Paper rulers, perforated colored pictures
	The Iowa Tests, Complete Battery	☐	☑	☐	
MA	Massachusetts Comprehensive Assessment System (MCAS)	☑	☐	☐	A paper model of a paper clip, as well as a paper ruler, algebra tiles, and paper triangles, rhombi, rectangles, squares, trapezoids, are included in the Grade 4 Mathematics Tool Kit. A paper ruler is included with the Grade 8 mathematics reference sheet.
MD	High School Assessments	☑	☐	☐	math tiles, protractors, paper rulers
	Maryland Functional Tests	☐	☑	☐	
	Maryland School Performance Assessment Program (MSPAP)	☑	☐	☐	Various science materials (trays, eyedroppers, stirrers, plastic knives, measuring spoons etc.). Equipment (balance and microscope). Consumables (plastic straw, markers, masking tape, string, paper towels etc.). Support Materials (markers, masking tape, calculators, rulers, scissors etc.)
ME	Maine Educational Assessment	☑	☐	☐	Ruler, compass, or counters depending on the grade.
MI	Grade 4 and 7 Reading and Mathematics	☑	☐	☐	Acetate rulers, area grid, and protractors
	Grade 5 and 8 Science, Social Studies, and Writing	☑	☐	☐	Science investigation materials.
	MEAP High School Test	☑	☐	☐	An acetate sheet with a protractor, 10 x 10 grid, ruler, formula sheet
MN	Basic Standards Tests	☑	☐	☐	ruler
	Minnesota Comprehensive Assessments	☑	☐	☐	rulers
MO	MAP	☑	☐	☐	Rulers, coins, pattern blocks, protractors
MP	Stanford Achievement Test, Ninth Edition	☐	☑	☐	
MS	Career Planning and Assessment System	☐	☑	☐	
	Functional Literacy Examination	☐	☑	☐	
	Norm-Referenced Testing	☐	☑	☐	
MT	Student Assessment Requirement	☐	☑	☐	
NC	NC Annual Testing Program	☑	☐	☐	Rulers for EOG tests in grades 3-8, protractors for End-of-Grade tests in grades 5-8, graph paper for all mathematics tests.

Question 3.1.11 Were any manipulatives (e.g., math tiles, protractors, paper rulers) provided to students on any subjects assessed in this component?

State	Component	Yes	No	Not Applicable	If Yes, which manipulatives were provided?
NC	NC Testing Program - Competency Testing	☑	☐	☐	Rulers, graph paper, and protractors for the mathematics application section.
	NC Tests of Computer Skills	☐	☑	☐	
	Norm-Referenced Testing Program	☐	☑	☐	
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☑	☐	☐	Rulers, punch out manipulatives of different shapes and sizes.
NE	No State Assessments 1999-2000	☐	☐	☑	
NH	NH Educational Improvement and Assessment Program	☑	☐	☐	Math reference sheet; ruler, paper tiles, sheet of counters; squares, cuisenaire rods, definition of math terms.
NJ	Elementary School Proficiency Assessment	☐	☑	☐	
	Grade 11 High School Proficiency Test	☐	☑	☐	
	Grade Eight Proficiency Assessment	☑	☐	☐	Rulers and geometric shapes
NM	NM Achievement Assessment	☑	☐	☐	Ruler, protractor, tangram, pattern blocks
	NM High School Competency Exam	☐	☑	☐	
	NM Writing Assessment Program	☐	☐	☑	
	Reading Assessments for Grades 1 and 2	☐	☐	☑	
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	☐	☐	☑	
	High School Proficiency Examination	☐	☑	☐	
	Norm-Referenced Testing at Grades 4, 8, and 10	☑	☐	☐	Ruler
NY	New York State Testing Program	☑	☐	☐	protractors and rulers
	Occupational Education Proficiency Examinations	☐	☑	☐	
	Program Evaluation Tests (PET)	☑	☐	☐	For gr 4 science -manipulative skills test numerous manipulatives were provided. They include a D cell battery, bulb, wire, steel washers, strapping tape, hand lens, marble, rock, sponge, pumice and a measuring cup.
	Regents Competency Tests	☐	☑	☐	
	Regents Examination Program	☑	☐	☐	graph paper, protractors, compasses, rulers
	Second Language Proficiency Exams	☐	☐	☑	
OH	12th-Grade Proficiency Testing	☐	☑	☐	

Question 3.1.11 Were any manipulatives (e.g., math tiles, protractors, paper rulers) provided to students on any subjects assessed in this component?

State	Component	Yes	No	Not Applicable	If Yes, which manipulatives were provided?
OH	4th-Grade Proficiency Testing	☐	☑	☐	
	6th-Grade Proficiency Testing	☐	☑	☐	
	9th-Grade Proficiency Testing	☐	☑	☐	
OK	Oklahoma Core Curriculum Tests - Multiple Choice	☐	☑	☐	
	Oklahoma Core Curriculum Tests - Writing	☐	☑	☐	
OR	Reading, Writing, Science, and Mathematics Assessment	☐	☑	☐	
PA	Reading, Mathematics	☑	☐	☐	ruler
PR	Pruebas Puertorriqueñas de Competencias Escolares	☐	☑	☐	
RI	English Lang. Arts & Math Performance Assessment	☑	☐	☐	A variety of manipulatives could be used although they are not provided with the tests. Standard and metric rulers are provided.
	Health Education Performance Assessment	☐	☑	☐	
	Writing Performance Assessment	☐	☑	☐	
SC	Criterion-Referenced Tests - BSAP - High School Exit Examination	☑	☐	☐	Rulers and protractors were provided. Calculators were allowed as a modification for disabled students.
	Criterion-Referenced Tests - PACT grades 3 - 8	☐	☐	☐	Rulers and protractors were provided. Calculators were allowed as a modification for disabled students.
	Criterion-Referenced Tests - Readiness Test	☑	☐	☐	blocks
	Norm-Referenced Testing - TerraNova sample testing	☑	☐	☐	Paper rulers were provided.
SD	Stanford Achievement Test, Ninth Edition	☐	☑	☐	
	Stanford Writing Assessment Program, Third Edition	☐	☑	☐	
TN	Achievement Test (3-8)	☑	☐	☐	Paper rulers
	Competency Test	☐	☑	☐	
	High School End of Course	☐	☑	☐	
	TCAP Writing Assessment (4, 7, 11)	☐	☐	☑	
TX	Reading Proficiency Tests in English (RPTE)	☐	☐	☑	
	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☑	☐	☐	Paper rulers for grade 8 science; formula charts for grades 3-8 math and 10 math

Question 3.1.11 Were any manipulatives (e.g., math tiles, protractors, paper rulers) provided to students on any subjects assessed in this component?

State	Component	Yes	No	Not Applicable	If Yes, which manipulatives were provided?
UT	Core Curriculum Testing (Perf. Assessment)	☑	☐	☐	Varies depending on exercise. (For example, sometimes rulers are needed.)
	Norm-Referenced Testing	☑	☐	☐	Rulers and scratch paper
	Utah Core Assessment CRT Program	☑	☐	☐	Counters (e.g., beans, tokens) at grades 1 and 2.
VA	Standards of Learning (SOL) Assessment Program	☑	☐	☐	Compass, protractors, vinyl rulers
	Virginia Literacy Testing Program	☑	☐	☐	Dictionaries are provided during the writing test.
	Virginia State Assessment NRT Program	☑	☐	☐	Rulers
VI	Terra Nova Assessments Series	☑	☐	☐	Protractors, paper rulers, math tiles
VT	Standard's Referenced Exams (NSRE)	☑	☐	☐	Ruler
	Vermont Developmental Reading Assessment	☐	☐	☑	
WA	Norm-Referenced Testing	☐	☑	☐	
	Second Grade Reading	☐	☐	☑	
	Washington Assessment of Student Learning	☑	☐	☐	None provided, some allowed, i.e., rulers, compass, math tiles, protractors
WI	Reading Comprehension	☐	☐	☑	
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☑	☐	☐	Grade 4: Geometrical shapes and cardboard ruler. Grades 8 & 10: Protractors and cardboard rulers.
WV	ACT Explore	☐	☑	☐	
	ACT Work Keys	☐	☑	☐	
	National Assessment of Educational Progress	☐	☑	☐	
	Norm-referenced Test	☑	☐	☐	Rulers
	Writing Assessment	☐	☐	☑	
WY	Carl Perkins Assessment	☐	☐	☑	
	Wyoming Comprehensive Assessment System	☑	☐	☐	rulers, protractors, shapes
	Totals by State	38	25		
	Totals by Jurisdiction	5	2		
	Total	43	27		

Question 3.1.12 Were any reference materials (e.g., reference sheets, dictionaries, word lists) provided?

State	Component	Yes	No	Not Applicable	If Yes, which reference materials were provided?
AK	California Achievement Test, fifth edition	☐	☑	☐	
	Norm-Referenced Testing	☐	☐	☐	
AL	Alabama Direct Assessment of Writing	☐	☑	☐	
	Alabama Early Learning Inventory	☐	☑	☐	
	Alabama High School Graduation Exam, Third Edition	☑	☐	☐	Periodic Table Formula Page
	Alabama Reading Assessment: Grade 1	☐	☐	☑	
	Alabama Reading Assessment: Grade 2	☐	☑	☐	
	Stanford Achievement Test, 9th edition	☐	☑	☐	
AR	Criterion-Referenced Testing	☑	☐	☐	Mathematics Formula sheet, writer's checklist
	Norm-Referenced Testing	☐	☑	☐	
AS	Stanford Achievement Test Ninth Edition	☐	☑	☐	
AZ	CRT: Arizona's Instrument to Measure Standards (AIMS)	☑	☐	☐	Reference sheets for mathematics Dictionaries and thesauruses for writing
	NRT: Stanford Achievement Test, Ninth Edition	☐	☑	☐	
CA	Assessments in Career Education	☐	☑	☐	
	CHSPE	☐	☑	☐	
	GED	☐	☑	☐	
	Golden State Exams	☑	☐	☐	Periodic Table for Science exams
	Physical Fitness Test	☐	☐	☑	
	Standardized Testing and Reporting Program (STAR)	☐	☑	☐	
CO	Reading, Writing, Mathematics, and Science	☐	☑	☐	
CT	Connecticut Academic Performance Test (CAPT)	☐	☑	☐	
	Connecticut Mastery Test (CMT)	☐	☑	☐	
DC	Stanford Achievement Tests-Ninth Edition	☐	☑	☐	
DE	Delaware Student Testing Program - Mathematics NRT	☐	☑	☐	
	Delaware Student Testing Program - Reading NRT	☐	☑	☐	
	Delaware Student Testing Program - Science 8 & 11	☐	☐	☐	

Question 3.1.12 Were any reference materials (e.g., reference sheets, dictionaries, word lists) provided?

State	Component	Yes	No	Not Applicable	If Yes, which reference materials were provided?
DE	Delaware Student Testing Program - Social Studies 8 & 11	☐	☑	☐	
	Delaware Student Testing Program - Standards-Based Mathematics	☑	☐	☐	Formulas
	Delaware Student Testing Program - Standards-Based Reading	☐	☑	☐	
	Delaware Student Testing Program - Standards-Based Writing	☑	☐	☐	Dictionary, Thesaurus, Revision and Editing Checklist
DoDEA	CTB TerraNova Multiple Assessment	☐	☑	☐	
FL	No Response to 1999-2000 Survey	☐	☐	☐	
GA	Criterion-Referenced Competency Tests (CRCT)	☐	☑	☐	
	Georgia High School Graduation Tests (GHSGT)	☑	☐	☐	Formulas
	Georgia Kindergarten Assessment Program-Revised (GKAP-R)	☐	☑	☐	
	Iowa Tests of Basic Skills	☐	☐	☑	
	Writing Test	☑	☐	☐	3rd grade--dictionaries. 5th grade--dictionaries during revision session.
GU	SAT9 Norm-Referenced Test	☐	☑	☐	
HI	Stanford Achievement Test 9th Ed. Abbreviated	☐	☑	☐	
IA	Standardized Testing ITBS and ITED	☐	☐	☑	
ID	Math Assessment	☐	☑	☑	
	Norm-Referenced Test	☐	☐	☑	
	Writing Assessment	☑	☐	☐	Classroom dictionaries, thesaurus
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	☐	☑	☐	
IN	Statewide Assessment	☐	☑	☐	
KS	Kansas Assessment Program	☐	☑	☐	
KY	Alternate Portfolio	☐	☐	☑	
	KCCT On-Demand	☑	☐	☐	Grades 8 and 11 Mathematics -- reference sheets
	National Norm-Referenced Test	☐	☑	☐	
	Writing Portfolio Assessment	☐	☐	☑	

Question 3.1.12 Were any reference materials (e.g., reference sheets, dictionaries, word lists) provided?

State	Component	Yes	No	Not Applicable	If Yes, which reference materials were provided?
LA	Graduation Exit Examination (GEE)	☑	☐	☐	Dictionaries were made available only for the written composition test.
	LEAP 21 Grades 4, 8	☑	☐	☐	Writers checklist, math reference sheet
	The Iowa Tests, Complete Battery	☐	☑	☐	
MA	Massachusetts Comprehensive Assessment System (MCAS)	☑	☐	☐	Dictionaries (provided by the schools) were allowed on the English Language Arts Composition test only. Mathematics reference sheets (provided by the Dept. of Education) were given to students at the time of testing (grades 8 and 10).
MD	High School Assessments	☑	☐	☐	math formula sheet
	Maryland Functional Tests	☐	☑	☐	
	Maryland School Performance Assessment Program (MSPAP)	☑	☐	☐	Dictionaries, reference sheets, etc.
ME	Maine Educational Assessment	☑	☐	☐	Writing - schools furnish dictionaries, thesauruses, poor speller lists. No other reference materials are allowed.
MI	Grade 4 and 7 Reading and Mathematics	☐	☑	☐	
	Grade 5 and 8 Science, Social Studies, and Writing	☑	☐	☐	Science investigation journals. Social studies core democratic value sheets.
	MEAP High School Test	☑	☐	☐	Math formula sheet, area grid, protractor, rulers Sheet of core democratic values for social studies
MN	Basic Standards Tests	☑	☐	☐	formula sheets
	Minnesota Comprehensive Assessments	☐	☑	☐	
MO	MAP	☑	☐	☐	Formula sheets in science
MP	Stanford Achievement Test, Ninth Edition	☐	☑	☐	
MS	Career Planning and Assessment System	☑	☐	☐	Formula sheet for math
	Functional Literacy Examination	☐	☑	☐	
	Norm-Referenced Testing	☐	☑	☐	
MT	Student Assessment Requirement	☐	☑	☐	
NC	NC Annual Testing Program	☑	☐	☐	Formula sheets for math End-of-Grades 6-8.
	NC Testing Program - Competency Testing	☑	☑	☐	Formula sheets
	NC Tests of Computer Skills	☐	☑	☐	For the performance tests, students are required to use the computer.
	Norm-Referenced Testing Program	☐	☑	☐	
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☐	☑	☐	

Question 3.1.12 Were any reference materials (e.g., reference sheets, dictionaries, word lists) provided?

State	Component	Yes	No	Not Applicable	If Yes, which reference materials were provided?
NE	No State Assessments 1999-2000	☐	☐	☑	
NH	NH Educational Improvement and Assessment Program	☑	☐	☐	Use of dictionary and thesaurus are permitted on writing sample.
NJ	Elementary School Proficiency Assessment	☐	☑	☐	
	Grade 11 High School Proficiency Test	☑	☐	☐	Mathematics reference sheet containing formulas, conversions, ruler, geometric shapes
	Grade Eight Proficiency Assessment	☑	☐	☐	Mathematics Reference Sheet which contained formulas, conversions, ruler, geometric shapes
NM	NM Achievement Assessment	☐	☑	☐	
	NM High School Competency Exam	☑	☐	☐	Dictionary and/or Thesaurus during writing of composition
	NM Writing Assessment Program	☑	☐	☐	Classroom reference materials.
	Reading Assessments for Grades 1 and 2	☐	☐	☑	
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	☑	☐	☐	Grades 4 and 8 allowed dictionaries.
	High School Proficiency Examination	☑	☐	☐	Formula table for math test provided all students.
	Norm-Referenced Testing at Grades 4, 8, and 10	☐	☑	☐	
NY	New York State Testing Program	☐	☑	☐	
	Occupational Education Proficiency Examinations	☐	☑	☐	
	Program Evaluation Tests (PET)	☐	☑	☐	
	Regents Competency Tests	☐	☑	☐	
	Regents Examination Program	☑	☐	☐	science reference tables for chemistry, Earth science, and physics
	Second Language Proficiency Exams	☐	☐	☑	
OH	12th-Grade Proficiency Testing	☐	☑	☐	
	4th-Grade Proficiency Testing	☐	☑	☐	
	6th-Grade Proficiency Testing	☐	☑	☐	
	9th-Grade Proficiency Testing	☐	☑	☐	
OK	Oklahoma Core Curriculum Tests - Multiple Choice	☐	☑	☐	
	Oklahoma Core Curriculum Tests - Writing	☐	☑	☐	
OR	Reading, Writing, Science, and Mathematics Assessment	☐	☑	☐	

Question 3.1.12 Were any reference materials (e.g., reference sheets, dictionaries, word lists) provided?

State	Component	Yes	No	Not Applicable	If Yes, which reference materials were provided?
PA	Reading, Mathematics	☑	☐	☐	Dictionary and Thesaurus (Only for the open ended reading); Formulae chart.
PR	Pruebas Puertorriqueñas de Competencias Escolares	☐	☑	☐	
RI	English Lang. Arts & Math Performance Assessment	☑	☐	☐	Open use of reference materials for math, but not for ELA exam.
	Health Education Performance Assessment	☐	☑	☐	
	Writing Performance Assessment	☐	☑	☐	
SC	Criterion-Referenced Tests - BSAP - High School Exit Examination	☑	☐	☐	Formula sheets, dictionaries.
	Criterion-Referenced Tests - PACT grades 3 - 8	☑	☐	☐	formula sheets, dictionaries, thesauruses
	Criterion-Referenced Tests - Readiness Test	☐	☑	☐	
	Norm-Referenced Testing - TerraNova sample testing	☐	☑	☐	
SD	Stanford Achievement Test, Ninth Edition	☐	☑	☐	
	Stanford Writing Assessment Program, Third Edition	☐	☑	☐	
TN	Achievement Test (3-8)	☐	☑	☐	
	Competency Test	☐	☑	☐	
	High School End of Course	☑	☐	☐	math Reference sheets
	TCAP Writing Assessment (4, 7, 11)	☐	☑	☐	
TX	Reading Proficiency Tests in English (RPTE)	☐	☑	☐	
	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☑	☐	☐	Dictionaries
UT	Core Curriculum Testing (Perf. Assessment)	☐	☐	☑	
	Norm-Referenced Testing	☐	☑	☐	
	Utah Core Assessment CRT Program	☐	☑	☐	
VA	Standards of Learning (SOL) Assessment Program	☑	☐	☐	Mathematics: formula sheets; Chemistry: Periodic table; Writing: Writers checklist, dictionary
	Virginia Literacy Testing Program	☐	☑	☐	
	Virginia State Assessment NRT Program	☐	☑	☐	
VI	Terra Nova Assessments Series	☐	☑	☐	

Question 3.1.12 Were any reference materials (e.g., reference sheets, dictionaries, word lists) provided?

State	Component	Yes	No	Not Applicable	If Yes, which reference materials were provided?
VT	Standard's Referenced Exams (NSRE)	☑	☐	☐	For MATH only, a formula sheet was provided; students could use other materials that were customarily in use. No reference materials are used for English Language Arts (reading and writing)
	Vermont Developmental Reading Assessment	☐	☑	☐	
WA	Norm-Referenced Testing	☐	☑	☐	
	Second Grade Reading	☐	☐	☑	
	Washington Assessment of Student Learning	☐	☑	☐	None provided, dictionaries, thesauruses allowed
WI	Reading Comprehension	☐	☑	☐	
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☐	☑	☐	
WV	ACT Explore	☐	☑	☐	
	ACT Work Keys	☐	☑	☐	
	National Assessment of Educational Progress	☐	☑	☐	
	Norm-referenced Test	☐	☑	☐	
	Writing Assessment	☑	☐	☐	Dictionaries at grade 4 only.
WY	Carl Perkins Assessment	☐	☐	☑	
	Wyoming Comprehensive Assessment System	☑	☐	☐	Math reference sheets
	Totals by State	31	41		
	Totals by Jurisdiction	0	7		
	Total	31	48		

Question 3.1.13 Was this component produced by or developed with the assistance of external contractors? If yes, what kind of assessments are they, and what are the assessment name(s) and contractor(s)?

State	Component	Yes	No	Off-the-shelf	Customized off-the-shelf	Built from commercial item banks	Custom developed	External Contractor	SEA Contract Manager
AK	California Achievement Test, fifth edition	☑	☐	California Achievement Test, fifth edition				CTB McGraw-Hill	
	Norm-Referenced Testing	☑	☐						
AL	Alabama Direct Assessment of Writing	☑	☐					Measurement Incorporated	Margaret Weldon
	Alabama Early Learning Inventory	☑	☐				Harcourt Educational Measurement	Harcourt Educational Measurement	Cathy Poage
	Alabama High School Graduation Exam, Third Edition	☑	☐					CTB McGraw Hill	Dottie DeMars
	Alabama Reading Assessment: Grade 1	☑	☐				Harcourt Educational Measurement	Harcourt Educational Measurement	Cathy Poage
	Alabama Reading Assessment: Grade 2	☑	☐				Harcourt Educational Measurement	Harcourt Educational Measurement	Cathy Poage
	Stanford Achievement Test, 9th edition	☑	☐		SEA selected subtests to be included			Harcourt Educational Measurement	Miriam Byers
AR	Criterion-Referenced Testing	☑	☐					Data Recognition Corporation	Dr. Gayle Potter
	Norm-Referenced Testing	☑	☐	Stanford Achievement Test, Ninth Edition.				Harcourt Educational Measurement	Donna Wolfe
AS	Stanford Achievement Test Ninth Edition	☑	☐	Stanford Achievement Test, 9th Edition				Harcourt Brace Measurement	Department of Education, American Samoa
AZ	CRT: Arizona's Instrument to Measure Standards (AIMS)	☑	☐				Arizona's Instrument to Measure Standards (AIMS)	National Computer Systems	
	NRT: Stanford Achievement Test, Ninth Edition	☑	☐	Stanford Achievement Test, Ninth Edition				Harcourt Brace Educational Measurement	Kelly Powell

Question 3.1.13 Was this component produced by or developed with the assistance of external contractors? If yes, what kind of assessments are they, and what are the assessment name(s) and contractor(s)?

State	Component	Yes	No	Off-the-shelf	Customized off-the-shelf	Built from commercial item banks	Custom developed	External Contractor	SEA Contract Manager
CA	Assessments in Career Education	☑	☐					Sacramento County Office of Education, West Ed	Mark Fetler
	CHSPE	☑	☐					Robert N. Valentine, Inc.	Eric Zilbert
	GED	☐	☑						
	Golden State Exams	☑	☐						
	Physical Fitness Test	☑	☐	Fitnessgram/Human Kinetics				Educational Data Systems	Jennifer Rousseau
	Standardized Testing and Reporting Program (STAR)	☑	☐	Stanford Achievement Test Ninth Edition Form T				Harcourt Educational Measurement	Richard Diaz
CO	Reading, Writing, Mathematics, and Science	☑	☐		Use of multiple Item Sources			CTB-McGraw/Hill	
CT	Connecticut Academic Performance Test (CAPT)	☑	☐					Harcourt Educational Measurement	William Congero
	Connecticut Mastery Test (CMT)	☑	☐		Degrees of Reading Power developed by TASA			Harcourt Educational Measurement	William Congero
DC	Stanford Achievement Tests- Ninth Edition	☑	☐	Harcourt Measurement, Stanford Achievement Tests				Harcourt Measurement	Patricia Anderson

Question 3.1.13 Was this component produced by or developed with the assistance of external contractors? If yes, what kind of assessments are they, and what are the assessment name(s) and contractor(s)?

State	Component	Yes	No	Off-the-shelf	Customized off-the-shelf	Built from commercial item banks	Custom developed	External Contractor	SEA Contract Manager
DE	Delaware Student Testing Program - Mathematics NRT	☑	☐	Stanford Achievement Test, 9th Edition (SAT9) - Problem Solving				Harcourt Educational Measurement	Wendy Roberts
	Delaware Student Testing Program - Reading NRT	☑	☐	Stanford Achievement Test, 9th Edition (SAT9)				Harcourt Educational Measurement	Wendy Roberts
	Delaware Student Testing Program - Science 8 & 11	☑	☐					Harcourt Educational Measurement	Wendy Roberts
	Delaware Student Testing Program - Social Studies 8 & 11	☑	☐					Harcourt Educational Measurement	Wendy Roberts
	Delaware Student Testing Program - Standards-Based Mathematics	☑	☐					Harcourt Educational Measurement	Wendy Roberts
	Delaware Student Testing Program - Standards-Based Reading	☑	☐					Harcourt Educational Measurement	Wendy Roberts
	Delaware Student Testing Program - Standards-Based Writing	☑	☐					Harcourt Educational Measurement	Wendy Roberts
DoDEA	CTB TerraNova Multiple Assessment	☑	☐	CTB TerraNova Multiple Assessment					
FL	No Response to 1999-2000 Survey	☐	☐						
GA	Criterion-Referenced Competency Tests (CRCT)	☑	☐					Riverside Publishing	Beverly Nash
	Georgia High School Graduation Tests (GHSGT)	☑	☐					Measurement, Inc., Durham, NC	Lynn Plunkett
	Georgia Kindergarten Assessment Program-Revised (GKAP-R)	☑	☐					Georgia Assessment Project (Georgia State University)	Pam Smith
	Iowa Tests of Basic Skills	☑	☐	Iowa Tests of Basic Skills, Riverside Publishing				Riverside Publishing	Jean Cohen
	Writing Test	☑	☐					Test Scoring and Reporting Service, University of Georgia	Pam Smith
GU	SAT9 Norm-Referenced Test	☑	☐	SAT9 Norm-Referenced Test				Harcourt Educational Measurement	

Question 3.1.13 Was this component produced by or developed with the assistance of external contractors? If yes, what kind of assessments are they, and what are the assessment name(s) and contractor(s)?

State	Component	Yes	No	Off-the-shelf	Customized off-the-shelf	Built from commercial item banks	Custom developed	External Contractor	SEA Contract Manager
HI	Stanford Achievement Test 9th Ed. Abbreviated	☑	☐	Stanford Achievement Test 9th Ed. (Abbreviated)				Harcourt Educational Measurement	Selvin Chin-Chance
IA	Standardized Testing ITBS and ITED	☐	☐						
ID	Math Assessment	☐	☑						
	Norm-Referenced Test	☑	☐	ITBS and TAP form K				Riverside Publishers	Sally Tiel
	Writing Assessment	☐	☑						
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	☑	☐				Illinois Standards Achievement Test	Metritech, Inc.	
IN	Statewide Assessment	☑	☐	Test of Cognitive Skills	CTBS/5		ISTEP+ (Indiana CRT)	CTB McGraw-Hill	Wes Bruce
KS	Kansas Assessment Program	☑	☐				Kansas University - Center for Educational Testing and Evaluation		Cheryl Randall
KY	Alternate Portfolio	☑	☐				Kentucky Department of Education and University of Kentucky Institute for Human Development	University of Kentucky Institute for Human Development	C. Scott Trimble
	KCCT On-Demand	☑	☐				CTB/McGraw Hill (w/ West Ed and Data Recognition Corporation)	CTB/McGraw Hill (w/ West Ed and Data Recognition Corporation)	C. Scott Trimble
	National Norm-Referenced Test	☑	☐		CTBS/5 Survey – Reading Language Arts and Mathematics Only			CTB/McGraw Hill	C. Scott Trimble
	Writing Portfolio Assessment	☑	☐				CTB/McGraw Hill (w/ West Ed and Data Recognition Corporation)	Data Recognition Corporation	C. Scott Trimble

Question 3.1.13 Was this component produced by or developed with the assistance of external contractors? If yes, what kind of assessments are they, and what are the assessment name(s) and contractor(s)?

State	Component	Yes	No	Off-the-shelf	Customized off-the-shelf	Built from commercial item banks	Custom developed	External Contractor	SEA Contract Manager
LA	Graduation Exit Examination (GEE)	☑	☐				Graduation Exit Examination	IOX Assessments Associates	Jimmie Steptoe
	LEAP 21 Grades 4, 8	☑	☐				LEAP 21	Advanced Systems (now Measured Progress), CTB/Mc-Graw-Hill	Claudia Davis
	The Iowa Tests, Complete Battery	☑	☐		The Iowa Tests			Riverside Publishing	Bernadette Morris
MA	Massachusetts Comprehensive Assessment System (MCAS)	☑	☐				Massachusetts Comprehensive Assessment System (MCAS)	Measured Progress and Harcourt Educational Measurement	Jeffrey Nellhaus and Katherine Viator
MD	High School Assessments	☑	☐				High School Assessments, English I, Government, Algebra, Geometry, and Biology	CTB/McGraw Hill	Janet Bagsby
	Maryland Functional Tests	☐	☑						
	Maryland School Performance Assessment Program (MSPAP)	☑	☐					CTB/McGraw Hill	Martin Kehe
ME	Maine Educational Assessment	☑	☐					Measured Progress	
MI	Grade 4 and 7 Reading and Mathematics	☑	☐						
	Grade 5 and 8 Science, Social Studies, and Writing	☑	☐					Measurement Incorporated, Riverside Publishing	Chris Schram
	MEAP High School Test	☑	☐					Riverside Publishing (social studies only)	
MN	Basic Standards Tests	☑	☐					National Computer Systems	
	Minnesota Comprehensive Assessments	☑	☐					National Computer Systems	
MO	MAP	☑	☐		CTB McGraw-Hill TERRA NOVA Survey		First 2 Sessions of Social Studies, Math, Communication Arts, Science	CTB McGraw-Hill	Orlo Shroyer
MP	Stanford Achievement Test, Ninth Edition	☐	☐						

Question 3.1.13 Was this component produced by or developed with the assistance of external contractors? If yes, what kind of assessments are they, and what are the assessment name(s) and contractor(s)?

State	Component	Yes	No	Off-the-shelf	Customized off-the-shelf	Built from commercial item banks	Custom developed	External Contractor	SEA Contract Manager
MS	Career Planning and Assessment System	☑	☐	ACT WorKeys			MS Occupational Specific and Performance Assessments	ACT, Southern Illinois University	Jim Simmons
	Functional Literacy Examination	☑	☐				Functional Literacy Examination	National Computer Systems	Jim Simmons
	Norm-Referenced Testing	☑	☐	TerraNova				CTB/McGraw Hill	Valerie Troiani
MT	Student Assessment Requirement	☑	☐	Stanford, ITBS, CTBS - for grades 4, 8, and 11					
NC	NC Annual Testing Program	☐	☑						
	NC Testing Program - Competency Testing	☐	☑						
	NC Tests of Computer Skills	☐	☑						
	Norm-Referenced Testing Program	☐	☐					Riverside Publishing Company	Tammy Howard/Mildred Bazemore
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☑	☐	TerraNova: Multiple Assessment & Complete Battery Plus					
NE	No State Assessments 1999-2000	☐	☐					Educational Service Units and Buros Center for Testing assisted school districts. McRel and Northwest Regional Labs were of assistance to certain districts who contracted with them.	CTB assisted with the scoring of a random sample of writing assessments.
NH	NH Educational Improvement and Assessment Program	☑	☐					Measured Progress, Inc.	William B. Ewert
NJ	Elementary School Proficiency Assessment	☑	☐					National Computer System, Inc.	Elizabeth Celentano
	Grade 11 High School Proficiency Test	☑	☐					National Computer Systems; Iowa City, Iowa, Betty Hyde (NCS);	Veronica Orsi (NJDOE)
	Grade Eight Proficiency Assessment	☑	☐					National Computer Systems, Iowa City, Iowa; Barbara Woods (NCS)	Stacy Shack (NJDOE)

Question 3.1.13 Was this component produced by or developed with the assistance of external contractors? If yes, what kind of assessments are they, and what are the assessment name(s) and contractor(s)?

State	Component	Yes	No	Off-the-shelf	Customized off-the-shelf	Built from commercial item banks	Custom developed	External Contractor	SEA Contract Manager
NM	NM Achievement Assessment	☑	☐	CTBS 5/Terra Nova Survey Plus			Custom CRT supplement	CTB/McGraw-Hill	Cheryl Brown-Kovacic, Ph.D.
	NM High School Competency Exam	☑	☐				CRT with MC and PA items	CTB/McGraw-Hill	Cheryl Brown-Kovacic, Ph.D.
	NM Writing Assessment Program	☐	☐				New Mexico Writing Assessment Program	Measurement, Inc.	Cheryl Brown-Kovacic, Ph.D.
	Reading Assessments for Grades 1 and 2	☐	☑						
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	☑	☐				Adaptation by teachers within state using Oregon model	Nevada Teachers and Curriculum Specialists	Joan Taylor, Education Consultant (Writing)
	High School Proficiency Examination	☑	☐					Multiple contracts for variety of item writers from schools and districts. Other contractors included WestEd and CTB/McGraw-Hill.	Thomas Klein and Paul La Marca
	Norm-Referenced Testing at Grades 4, 8, and 10	☑	☐	TerraNova Complete Battery Plus - CTB/McGraw-Hill					
NY	New York State Testing Program	☑	☐					CTB/McGraw Hill	
	Occupational Education Proficiency Examinations	☐	☑						
	Program Evaluation Tests (PET)	☐	☑						
	Regents Competency Tests	☑	☐		DRP by TASA				
	Regents Examination Program	☐	☑						
	Second Language Proficiency Exams	☐	☑						

Question 3.1.13 Was this component produced by or developed with the assistance of external contractors? If yes, what kind of assessments are they, and what are the assessment name(s) and contractor(s)?

State	Component	Yes	No	Off-the-shelf	Customized off-the-shelf	Built from commercial item banks	Custom developed	External Contractor	SEA Contract Manager
OH	12th-Grade Proficiency Testing	☑	☐					Measurement Incorporated	Tom Bulgrin
	4th-Grade Proficiency Testing	☑	☐					Measurement Incorporated	Paula Mahaley
	6th-Grade Proficiency Testing	☑	☐					Measurement Incorporated	Paula Mahaley
	9th-Grade Proficiency Testing	☑	☐					Measurement Incorporated	Tom Bulgrin
OK	Oklahoma Core Curriculum Tests - Multiple Choice	☑	☐				Oklahoma Core Curriculum Tests - Multiple Choice	CTB/McGraw-Hill	Katie Dunlap
	Oklahoma Core Curriculum Tests - Writing	☑	☐				Oklahoma Core Curriculum Tests - Writing	CTB/McGraw-Hill	Katie Dunlap
OR	Reading, Writing, Science, and Mathematics Assessment	☑	☐						Steve Slater
PA	Reading, Mathematics	☑	☐				By state teachers	Data Recognition Corp.	Division of Evaluation and Reports, Bureau of Curriculum and Academic Services, Pennsylvnaia Department of Education
PR	Pruebas Puertorriqueñas de Competencias Escolares	☐	☑					Puerto Rico Psychometric Corporation	Dr. Isidra Albino and Dr. Victor Fajardo
RI	English Lang. Arts & Math Performance Assessment	☑	☐		New Standards Reference Exams with customized student demographic sheets			Harcourt Educational Measurement	Ellen Hedlund, Ph.D.
	Health Education Performance Assessment	☑	☐					Measured Progress	Cynthia Corbridge
	Writing Performance Assessment	☐	☑						

Question 3.1.13 Was this component produced by or developed with the assistance of external contractors? If yes, what kind of assessments are they, and what are the assessment name(s) and contractor(s)?

State	Component	Yes	No	Off-the-shelf	Customized off-the-shelf	Built from commercial item banks	Custom developed	External Contractor	SEA Contract Manager
SC	Criterion-Referenced Tests - BSAP - High School Exit Examination	☑	☐					Instructional Objectives Exchange	Development occurred in the mid 1980's
	Criterion-Referenced Tests - PACT grades 3 - 8	☑	☐						Elizabeth Jones
	Criterion-Referenced Tests - Readiness Test	☑	☐		Cognitive Skills Assessment Battery				
	Norm-Referenced Testing - TerraNova sample testing	☑	☐	TerraNova, CTB McGraw-Hill					
SD	Stanford Achievement Test, Ninth Edition	☑	☐	Stanford Achievement Test, Ninth Edition	Stanford Writing Assessment, Third Edition			Harcourt Educational Measurement	Gary Skoglund
	Stanford Writing Assessment Program, Third Edition	☑	☐	Stanford Achievement Test, Ninth Edition	Stanford Writing Assessment, Third Edition			Harcourt Educational Measurement	Gary Skoglund
TN	Achievement Test (3-8)	☑	☐		TerraNova - Complete battery plus			CTB - McGraw-Hill	Benjamin Brown
	Competency Test	☐	☑						
	High School End of Course	☑	☐					CTB McGraw-Hill	
	TCAP Writing Assessment (4, 7, 11)	☑	☐					Measurement, Inc.	
TX	Reading Proficiency Tests in English (RPTE)	☑	☐				RPTE	National Computer Systems Pearson, Beck Evaluation and Testing Associates (BETA)	
	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☑	☐				TAAS, end-of-course	National Computer Systems Pearson, Harcourt Educational Measurement, and Measurement Incorporated	
UT	Core Curriculum Testing (Perf. Assessment)	☑	☐				Profiles Corporation and IBRIC		
	Norm-Referenced Testing	☑	☐	Stanford 9th Edition - Harcourt Brace					
	Utah Core Assessment CRT Program	☑	☐				IBRIC		Dr. Barbara Lawrence, Coordinator, Eval. & Assessment

Question 3.1.13 Was this component produced by or developed with the assistance of external contractors? If yes, what kind of assessments are they, and what are the assessment name(s) and contractor(s)?

State	Component	Yes	No	Off-the-shelf	Customized off-the-shelf	Built from commercial item banks	Custom developed	External Contractor	SEA Contract Manager
VA	Standards of Learning (SOL) Assessment Program	☑	☐				Criterion-referenced; Harcourt Brace Educational Meas.	Harcourt Brace Educational Measurement	Cameron Harris
	Virginia Literacy Testing Program	☑	☐		Degrees of Reading Power Test, TASA, Inc.			TASA, Inc.	Shelley Loving-Ryder
	Virginia State Assessment NRT Program	☑	☐		Stanford 9, Form TA, Abbreviated			Harcourt Brace Educational Measurement	Cameron Harris
VI	Terra Nova Assessments Series	☑	☐	Norm-referenced				CTB McGraw-Hill	DOE
VT	Standard's Referenced Exams (NSRE)	☑	☐	New Standards Reference Exams			Vermont Developmental Reading Assessment	Harcourt Brace Educational Measurement Pearson Learning	Elaine Grainger
	Vermont Developmental Reading Assessment	☑	☐		Commercial Press: Developmental Reading Assessment			Pearson Learning	Sue Biggam
WA	Norm-Referenced Testing	☑	☐						
	Second Grade Reading	☐	☐	Passages from oral reading assessments				Reading and assessment consultants assisted in the selection of the passages. Regional university research center assisted with collection of field test data.	Lesley Thompson
	Washington Assessment of Student Learning	☑	☐				Washington Assessment of Student Learning	Riverside	Bob Silverman
WI	Reading Comprehension	☑	☐				MetriTech, Inc. and Wisconsin educators		Vicki Fredrick
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☑	☐		A writing component is added			(TerraNova) CTB McGraw-Hill, Monterey, CA.	Marsha Behnke

Question 3.1.13 Was this component produced by or developed with the assistance of external contractors? If yes, what kind of assessments are they, and what are the assessment name(s) and contractor(s)?

State	Component	Yes	No	Off-the-shelf	Customized off-the-shelf	Built from commercial item banks	Custom developed	External Contractor	SEA Contract Manager
WV	ACT Explore	☑	☐	ACT Explore				American College Testing, Inc.	
	ACT Work Keys	☑	☐	ACT Work Keys				American College Testing	
	National Assessment of Educational Progress	☑	☐	ETS					
	Norm-referenced Test	☑	☐	Stanford Achievement Test				Harcourt Brace Educational Measurement	
	Writing Assessment	☐	☑						
WY	Carl Perkins Assessment	☑	☐				Carl Perkins II Assessment, Region V BOCES Center for School Improvement	Region V BOCES Center for School Improvement	Terri Wigert
	Wyoming Comprehensive Assessment System	☑	☐	CTB TerraNova Survey Battery			Wyoming Comprehensive Assessment System	Advanced Systems in Measurement and Evaluation, Inc., now called Measured Progress	Scott Marion
	Totals by State	46	9	21	15	0	22		
	Totals by Jurisdiction	5	1	5	0	0	0		
	Total	51	10	26	15	0	22		

Question 3.1.14 Was this component scored with the assistance of external contractors?

State	Component	Yes	No	External Contractor
AK	California Achievement Test, fifth edition	☑	☐	CTB McGraw-Hill
	Norm-Referenced Testing	☐	☐	
AL	Alabama Direct Assessment of Writing	☑	☐	Measurement Incorporated
	Alabama Early Learning Inventory	☑	☐	Harcourt Educational Measurement
	Alabama High School Graduation Exam, Third Edition	☑	☐	Data Recognition Corporation
	Alabama Reading Assessment: Grade 1	☑	☐	Harcourt Educational Measurement
	Alabama Reading Assessment: Grade 2	☑	☐	Harcourt Educational Measurement
	Stanford Achievement Test, 9th edition	☑	☐	Harcourt Educational Measurement
AR	Criterion-Referenced Testing	☑	☐	Data Recognition Corporation
	Norm-Referenced Testing	☑	☐	Harcourt Educational Measurement
AS	Stanford Achievement Test Ninth Edition	☑	☐	Harcourt Brace Measurement
AZ	CRT: Arizona's Instrument to Measure Standards (AIMS)	☑	☐	National Computer Systems
	NRT: Stanford Achievement Test, Ninth Edition	☑	☐	Harcourt Brace Educational Measurement
CA	Assessments in Career Education	☑	☐	Sacramento County Office of Education, West Ed, Education Data Systems
	CHSPE	☑	☐	Robert N. Valentine, Inc.
	GED	☑	☐	Educational Testing Service
	Golden State Exams	☑	☐	Sacramento County Office of Education and Education Data Systems
	Physical Fitness Test	☑	☐	Educational Data Systems
	Standardized Testing and Reporting Program (STAR)	☑	☐	Harcourt
CO	Reading, Writing, Mathematics, and Science	☑	☐	CTB-McGraw/Hill
CT	Connecticut Academic Performance Test (CAPT)	☑	☐	Harcourt Educational Measurement
	Connecticut Mastery Test (CMT)	☑	☐	Harcourt Educational Measurement, Measurement Incorporated
DC	Stanford Achievement Tests- Ninth Edition	☑	☐	Harcourt Measurement
DE	Delaware Student Testing Program - Mathematics NRT	☑	☐	Harcourt Educational Measurement
	Delaware Student Testing Program - Reading NRT	☑	☐	Harcourt Educational Measurement
	Delaware Student Testing Program - Science 8 & 11	☑	☐	Harcourt Educational Measurement

Question 3.1.14 Was this component scored with the assistance of external contractors?

State	Component	Yes	No	External Contractor
DE	Delaware Student Testing Program - Social Studies 8 & 11	☑	☐	Harcourt Educational Measurement
	Delaware Student Testing Program - Standards-Based Mathematics	☑	☐	Harcourt Educational Measurement
	Delaware Student Testing Program - Standards-Based Reading	☑	☐	Harcourt Educational Measurement
	Delaware Student Testing Program - Standards-Based Writing	☑	☐	Harcourt Educational Measurement
DoDEA	CTB TerraNova Multiple Assessment	☑	☐	CTB/McGraw-Hill
FL	No Response to 1999-2000 Survey	☐	☐	
GA	Criterion-Referenced Competency Tests (CRCT)	☑	☐	Riverside Publishing
	Georgia High School Graduation Tests (GHSGT)	☑	☐	Test Scoring and Reporting Service, University of Georgia
	Georgia Kindergarten Assessment Program-Revised (GKAP-R)	☑	☐	Test Scoring and Reporting Service, University of Georgia
	Iowa Tests of Basic Skills	☑	☐	Riverside Publishing
	Writing Test	☑	☐	Test Scoring and Reporting Service, University of Georgia
GU	SAT9 Norm-Referenced Test	☑	☐	Harcourt Brace
HI	Stanford Achievement Test 9th Ed. Abbreviated	☑	☐	Harcourt Brace
IA	Standardized Testing ITBS and ITED	☐	☐	
ID	Math Assessment	☐	☑	
	Norm-Referenced Test	☑	☐	Riverside Publishers
	Writing Assessment	☐	☑	
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	☑	☐	National Computer Systems and Measurement, Inc.
IN	Statewide Assessment	☑	☐	CTB McGraw-Hill
KS	Kansas Assessment Program	☑	☐	Kansas University - Center for Educational Testing and Evaluation
KY	Alternate Portfolio	☑	☐	University of Kentucky Institute for Human Development
	KCCT On-Demand	☑	☐	Data Recognition Corporation
	National Norm-Referenced Test	☑	☐	CTB/McGraw Hill
	Writing Portfolio Assessment	☐	☑	
LA	Graduation Exit Examination (GEE)	☑	☐	National Computer Systems (NCS)
	LEAP 21 Grades 4, 8	☑	☐	Data Recognition Corporation
	The Iowa Tests, Complete Battery	☑	☐	National Computer System (NCS)
MA	Massachusetts Comprehensive Assessment System (MCAS)	☑	☐	Measured Progress and Harcourt Educational Measurement
MD	High School Assessments	☑	☐	Measurement Incorporated
	Maryland Functional Tests	☑	☐	Measurement Incorporated (for Writing Test only)

Question 3.1.14 Was this component scored with the assistance of external contractors?

State	Component	Yes	No	External Contractor
MD	Maryland School Performance Assessment Program (MSPAP)	☑	☐	Measurement, Inc.
ME	Maine Educational Assessment	☐	☐	
MI	Grade 4 and 7 Reading and Mathematics	☑	☐	NCS
	Grade 5 and 8 Science, Social Studies, and Writing	☑	☐	NCS and Measurement Inc.
	MEAP High School Test	☑	☐	NCS, Measurement Inc.
MN	Basic Standards Tests	☑	☐	NCS
	Minnesota Comprehensive Assessments	☑	☐	National Computer Systems
MO	MAP	☑	☐	CTB McGraw-Hill
MP	Stanford Achievement Test, Ninth Edition	☑	☐	
MS	Career Planning and Assessment System	☑	☐	ACT, Southern Illinois University
	Functional Literacy Examination	☑	☐	National Computer Systems
	Norm-Referenced Testing	☑	☐	CTB/McGraw Hill
MT	Student Assessment Requirement	☑	☐	Publishers.
NC	NC Annual Testing Program	☐	☑	
	NC Testing Program - Competency Testing	☐	☑	
	NC Tests of Computer Skills	☑	☐	National Computer Systems (NCS) scores the performance component of the test. The multiple-choice tests are scanned and scored locally.
	Norm-Referenced Testing Program	☑	☐	Riverside Publishing Company
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☑	☐	CTB McGraw-Hill
NE	No State Assessments 1999-2000	☑	☐	
NH	NH Educational Improvement and Assessment Program	☑	☐	Measured Progress Inc.
NJ	Elementary School Proficiency Assessment	☑	☐	Measurement Inc.
	Grade 11 High School Proficiency Test	☑	☐	Measurement, Inc., Durham, NC
	Grade Eight Proficiency Assessment	☑	☐	Measurement, Inc., Durham, NC
NM	NM Achievement Assessment	☑	☐	CTB/McGraw-Hill
	NM High School Competency Exam	☑	☐	CTB/McGraw-Hill
	NM Writing Assessment Program	☑	☐	Measurement, Inc.
	Reading Assessments for Grades 1 and 2	☐	☑	
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	☑	☐	Groups of teachers from within state

Question 3.1.14 Was this component scored with the assistance of external contractors?

State	Component	Yes	No	External Contractor
NV	High School Proficiency Examination	☑	☐	CTB/McGraw-Hill and WestEd
	Norm-Referenced Testing at Grades 4, 8, and 10	☑	☐	CTB/McGraw-Hill
NY	New York State Testing Program	☑	☐	CTB/McGraw-Hill
	Occupational Education Proficiency Examinations	☐	☑	
	Program Evaluation Tests (PET)	☐	☑	
	Regents Competency Tests	☐	☑	
	Regents Examination Program	☐	☑	
	Second Language Proficiency Exams	☐	☑	
OH	12th-Grade Proficiency Testing	☑	☐	National Computer Systems' with subcontract to Measurement Incorporated
	4th-Grade Proficiency Testing	☑	☐	National Computer Systems
	6th-Grade Proficiency Testing	☑	☐	National Computer Systems
	9th-Grade Proficiency Testing	☑	☐	National Computer Systems' with subcontract to Measurement, Inc.
OK	Oklahoma Core Curriculum Tests - Multiple Choice	☑	☐	CTB/McGraw-Hill
	Oklahoma Core Curriculum Tests - Writing	☑	☐	CTB/McGraw-Hill
OR	Reading, Writing, Science, and Mathematics Assessment	☐	☑	
PA	Reading, Mathematics	☑	☐	Data Recognition Corporation
PR	Pruebas Puertorriqueñas de Competencias Escolares	☑	☐	Puerto Rico Psychometric Corporation
RI	English Lang. Arts & Math Performance Assessment	☑	☐	Harcourt Educational Measurement
	Health Education Performance Assessment	☑	☐	Measured Progress
	Writing Performance Assessment	☑	☐	Measured Progress
SC	Criterion-Referenced Tests - BSAP - High School Exit Examination	☑	☐	Data Recognition Corporation
	Criterion-Referenced Tests - PACT grades 3 - 8	☑	☐	Data Recognition Corporation
	Criterion-Referenced Tests - Readiness Test	☐	☑	
	Norm-Referenced Testing - TerraNova sample testing	☑	☐	CTB McGraw-Hill
SD	Stanford Achievement Test, Ninth Edition	☑	☐	Harcourt Educational Measurement
	Stanford Writing Assessment Program, Third Edition	☑	☐	Harcourt Educational Measurement
TN	Achievement Test (3-8)	☑	☐	CTB - McGraw-Hill
	Competency Test	☐	☑	

Question 3.1.14 Was this component scored with the assistance of external contractors?

State	Component	Yes	No	External Contractor
TN	High School End of Course	☑	☐	CTB McGraw-Hill
	TCAP Writing Assessment (4, 7, 11)	☑	☐	Measurement , Inc.
TX	Reading Proficiency Tests in English (RPTE)	☑	☐	National Computer Systems Pearson
	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☑	☐	National Computer Systems Pearson
UT	Core Curriculum Testing (Perf. Assessment)	☐	☑	
	Norm-Referenced Testing	☐	☑	
	Utah Core Assessment CRT Program	☐	☑	
VA	Standards of Learning (SOL) Assessment Program	☑	☐	Harcourt Brace Educational Measurement
	Virginia Literacy Testing Program	☑	☐	Data Recognition Corporation
	Virginia State Assessment NRT Program	☑	☐	Harcourt Brace Educational Measurement
VI	Terra Nova Assessments Series	☑	☐	CTB McGraw-Hill
VT	Standard's Referenced Exams (NSRE)	☑	☐	NSRE-Harcourt Educational Measurement
	Vermont Developmental Reading Assessment	☑	☐	UNISCORE, Incorporated
WA	Norm-Referenced Testing	☑	☐	the Riverside Publishing Company
	Second Grade Reading	☐	☑	
	Washington Assessment of Student Learning	☑	☐	NCS
WI	Reading Comprehension	☑	☐	MetriTech, Inc.
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☑	☐	CTB McGraw-Hill
WV	ACT Explore	☑	☐	ACT, Inc.
	ACT Work Keys	☑	☐	American College Testing
	National Assessment of Educational Progress	☑	☐	ETS
	Norm-referenced Test	☑	☐	Harcourt Brace Publishing Co. (Grades 1-2)
	Writing Assessment	☐	☑	
WY	Carl Perkins Assessment	☐	☑	
	Wyoming Comprehensive Assessment System	☑	☐	Advanced Systems in Measurement and Evaluation, Inc., now called Measured Progress

Question 3.1.15 In what way were teachers involved in the development and/or scoring of this component? Check all that apply.

		Teachers				
State	Component	developed items	edited items	piloted items	helped to select items	scored items
AK	California Achievement Test, fifth edition	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☐	☐	☐	☐
AL	Alabama Direct Assessment of Writing	☐	☑	☑	☑	☐
	Alabama Early Learning Inventory	☑	☑	☑	☑	☐
	Alabama High School Graduation Exam, Third Edition	☐	☑	☑	☑	☐
	Alabama Reading Assessment: Grade 1	☑	☑	☑	☑	☐
	Alabama Reading Assessment: Grade 2	☑	☑	☑	☑	☐
	Stanford Achievement Test, 9th edition	☐	☐	☐	☐	☐
AR	Criterion-Referenced Testing	☑	☑	☐	☑	☐
	Norm-Referenced Testing	☐	☐	☐	☐	☐
AS	Stanford Achievement Test Ninth Edition	☐	☐	☐	☐	☐
AZ	CRT: Arizona's Instrument to Measure Standards (AIMS)	☑	☑	☐	☑	☐
	NRT: Stanford Achievement Test, Ninth Edition	☐	☐	☐	☐	☐
CA	Assessments in Career Education	☑	☑	☑	☑	☑
	CHSPE	☑	☑	☐	☐	☐
	GED	☑	☐	☐	☐	☐
	Golden State Exams	☑	☑	☑	☑	☑
	Physical Fitness Test	☐	☐	☐	☐	☐
	Standardized Testing and Reporting Program (STAR)	☐	☐	☑	☐	☐
CO	Reading, Writing, Mathematics, and Science	☐	☑	☐	☑	☐
CT	Connecticut Academic Performance Test (CAPT)	☐	☑	☐	☑	☐
	Connecticut Mastery Test (CMT)	☐	☑	☐	☑	☐
DC	Stanford Achievement Tests- Ninth Edition	☐	☐	☐	☐	☐
DE	Delaware Student Testing Program - Mathematics NRT	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Reading NRT	☐	☐	☐	☐	☐

Question 3.1.15 In what way were teachers involved in the development and/or scoring of this component? Check all that apply.

State	Component	Teachers developed items	Teachers edited items	Teachers piloted items	Teachers helped to select items	Teachers scored items
DE	Delaware Student Testing Program - Science 8 & 11	☑	☑	☑	☐	☐
	Delaware Student Testing Program - Social Studies 8 & 11	☑	☑	☑	☐	☐
	Delaware Student Testing Program - Standards-Based Mathematics	☑	☑	☑	☑	☐
	Delaware Student Testing Program - Standards-Based Reading	☑	☑	☑	☑	☐
	Delaware Student Testing Program - Standards-Based Writing	☑	☑	☑	☑	☐
DoDEA	CTB TerraNova Multiple Assessment	☐	☐	☐	☐	☐
FL	No Response to 1999-2000 Survey	☐	☐	☐	☐	☐
GA	Criterion-Referenced Competency Tests (CRCT)	☑	☑	☑	☑	☐
	Georgia High School Graduation Tests (GHSGT)	☐	☑	☑	☑	☐
	Georgia Kindergarten Assessment Program-Revised (GKAP-R)	☑	☑	☑	☑	☑
	Iowa Tests of Basic Skills	☐	☐	☐	☐	☐
	Writing Test	☑	☑	☐	☐	☐
GU	SAT9 Norm-Referenced Test	☐	☐	☐	☐	☐
HI	Stanford Achievement Test 9th Ed. Abbreviated	☐	☐	☐	☐	☐
IA	Standardized Testing ITBS and ITED	☐	☐	☐	☐	☐
ID	Math Assessment	☑	☑	☑	☑	☑
	Norm-Referenced Test	☐	☐	☐	☐	☐
	Writing Assessment	☑	☑	☑	☑	☑
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	☑	☑	☑	☑	☐
IN	Statewide Assessment	☐	☑	☐	☑	☐
KS	Kansas Assessment Program	☑	☑	☑	☑	☑
KY	Alternate Portfolio	☑	☑	☐	☑	☑
	KCCT On-Demand	☑	☑	☐	☑	☐
	National Norm-Referenced Test	☐	☐	☐	☐	☐
	Writing Portfolio Assessment	☑	☑	☐	☑	☑

Question 3.1.15 In what way were teachers involved in the development and/or scoring of this component? Check all that apply.

		Teachers				
State	Component	developed items	edited items	piloted items	helped to select items	scored items
LA	Graduation Exit Examination (GEE)	☐	☐	☐	☐	☐
	LEAP 21 Grades 4, 8	☑	☑	☑	☑	☐
	The Iowa Tests, Complete Battery	☐	☐	☐	☐	☐
MA	Massachusetts Comprehensive Assessment System (MCAS)	☑	☑	☐	☑	☑
MD	High School Assessments	☑	☑	☑	☑	☐
	Maryland Functional Tests	☑	☐	☐	☐	☑
	Maryland School Performance Assessment Program (MSPAP)	☑	☐	☑	☐	☑
ME	Maine Educational Assessment	☑	☐	☐	☑	☐
MI	Grade 4 and 7 Reading and Mathematics	☑	☑	☑	☑	☐
	Grade 5 and 8 Science, Social Studies, and Writing	☑	☑	☑	☑	☑
	MEAP High School Test	☑	☑	☑	☑	☑
MN	Basic Standards Tests	☐	☑	☐	☑	☐
	Minnesota Comprehensive Assessments	☐	☑	☐	☑	☐
MO	MAP	☑	☑	☑	☑	☑
MP	Stanford Achievement Test, Ninth Edition	☐	☐	☐	☐	☐
MS	Career Planning and Assessment System	☑	☐	☐	☑	☐
	Functional Literacy Examination	☐	☑	☐	☑	☐
	Norm-Referenced Testing	☐	☐	☐	☐	☐
MT	Student Assessment Requirement	☐	☐	☐	☐	☐
NC	NC Annual Testing Program	☑	☑	☑	☑	☐
	NC Testing Program - Competency Testing	☑	☑	☑	☑	☐
	NC Tests of Computer Skills	☑	☑	☑	☑	☐
	Norm-Referenced Testing Program	☐	☐	☐	☐	☐
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☐	☐	☐	☐	☐
NE	No State Assessments 1999-2000	☐	☐	☐	☐	☐
NH	NH Educational Improvement and Assessment Program	☑	☑	☐	☑	☐

Question 3.1.15 In what way were teachers involved in the development and/or scoring of this component? Check all that apply.

		Teachers				
State	Component	developed items	edited items	piloted items	helped to select items	scored items
NJ	Elementary School Proficiency Assessment	☐	☑	☐	☑	☐
	Grade 11 High School Proficiency Test	☐	☑	☐	☑	☐
	Grade Eight Proficiency Assessment	☐	☑	☐	☑	☐
NM	NM Achievement Assessment	☑	☑	☐	☑	☐
	NM High School Competency Exam	☑	☑	☐	☑	☐
	NM Writing Assessment Program	☐	☐	☐	☑	☐
	Reading Assessments for Grades 1 and 2	☐	☐	☐	☐	☐
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	☑	☑	☑	☑	☑
	High School Proficiency Examination	☑	☑	☑	☑	☑
	Norm-Referenced Testing at Grades 4, 8, and 10	☐	☐	☐	☐	☐
NY	New York State Testing Program	☐	☑	☑	☑	☑
	Occupational Education Proficiency Examinations	☑	☑	☑	☑	☑
	Program Evaluation Tests (PET)	☑	☑	☑	☑	☑
	Regents Competency Tests	☑	☑	☑	☑	☑
	Regents Examination Program	☑	☑	☑	☑	☑
	Second Language Proficiency Exams	☑	☑	☑	☑	☑
OH	12th-Grade Proficiency Testing	☐	☑	☐	☑	☐
	4th-Grade Proficiency Testing	☐	☑	☐	☑	☐
	6th-Grade Proficiency Testing	☐	☑	☐	☑	☐
	9th-Grade Proficiency Testing	☐	☑	☐	☑	☐
OK	Oklahoma Core Curriculum Tests - Multiple Choice	☑	☑	☐	☑	☐
	Oklahoma Core Curriculum Tests - Writing	☑	☑	☐	☑	☐
OR	Reading, Writing, Science, and Mathematics Assessment	☑	☑	☑	☑	☑
PA	Reading, Mathematics	☑	☑	☑	☑	☐
PR	Pruebas Puertorriqueñas de Competencias Escolares	☑	☑	☑	☐	☐

Question 3.1.15 In what way were teachers involved in the development and/or scoring of this component? Check all that apply.

		Teachers				
State	Component	developed items	edited items	piloted items	helped to select items	scored items
RI	English Lang. Arts & Math Performance Assessment	☐	☐	☐	☐	☐
	Health Education Performance Assessment	☑	☑	☑	☐	☐
	Writing Performance Assessment	☑	☑	☐	☑	☑
SC	Criterion-Referenced Tests - BSAP - High School Exit Examination	☐	☐	☐	☐	☐
	Criterion-Referenced Tests - PACT grades 3 - 8	☑	☑	☐	☑	☐
	Criterion-Referenced Tests - Readiness Test	☐	☐	☐	☐	☑
	Norm-Referenced Testing - TerraNova sample testing	☐	☐	☐	☐	☐
SD	Stanford Achievement Test, Ninth Edition	☐	☐	☐	☐	☐
	Stanford Writing Assessment Program, Third Edition	☐	☐	☐	☐	☐
TN	Achievement Test (3-8)	☐	☐	☐	☐	☐
	Competency Test	☐	☐	☐	☐	☐
	High School End of Course	☑	☑	☑	☑	☐
	TCAP Writing Assessment (4, 7, 11)	☑	☑	☑	☑	☑
TX	Reading Proficiency Tests in English (RPTE)	☑	☑	☐	☑	☐
	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☑	☑	☐	☑	☐
UT	Core Curriculum Testing (Perf. Assessment)	☐	☐	☑	☐	☑
	Norm-Referenced Testing	☐	☐	☑	☐	☐
	Utah Core Assessment CRT Program	☑	☐	☑	☑	☐
VA	Standards of Learning (SOL) Assessment Program	☐	☑	☑	☑	☐
	Virginia Literacy Testing Program	☐	☐	☑	☐	☐
	Virginia State Assessment NRT Program	☐	☐	☐	☐	☐
VI	Terra Nova Assessments Series	☐	☐	☐	☐	☐
VT	Standard's Referenced Exams (NSRE)	☑	☑	☑	☐	☐
	Vermont Developmental Reading Assessment	☐	☐	☑	☐	☑

Question 3.1.15 In what way were teachers involved in the development and/or scoring of this component? Check all that apply.

		Teachers				
State	Component	developed items	edited items	piloted items	helped to select items	scored items
WA	Norm-Referenced Testing	☐	☐	☐	☐	☐
	Second Grade Reading	☐	☐	☑	☐	☑
	Washington Assessment of Student Learning	☑	☑	☑	☑	☐
WI	Reading Comprehension	☑	☑	☑	☑	☐
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☐	☐	☐	☐	☐
WV	ACT Explore	☐	☐	☐	☐	☐
	ACT Work Keys	☐	☐	☐	☐	☐
	National Assessment of Educational Progress	☐	☐	☐	☐	☑
	Norm-referenced Test	☐	☐	☐	☐	☐
	Writing Assessment	☑	☐	☑	☐	☑
WY	Carl Perkins Assessment	☐	☐	☐	☐	☑
	Wyoming Comprehensive Assessment System	☐	☑	☐	☑	☐
	Totals by State	34	39	24	40	20
	Totals by Jurisdiction	1	1	1	0	0
	Total	35	40	25	40	20

TM 1

STATE
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State Student Assessment Programs

annual survey

fall 2001

Data Volume II

Data on 1999-2000 Statewide Student Assessment Programs

COUNCIL OF CHIEF STATE SCHOOL OFFICERS

STATE
STUDENT
ASSESSMENT
PROGRAMS
ANNUAL
SURVEY

The Council of Chief State School Officers (CCSSO) is a nationwide, nonprofit organization composed of the public officials who head departments of elementary and secondary education in states, the District of Columbia, the Department of Defense Education Activity, and five extra-state jurisdictions. CCSSO seeks its members' consensus on major education issues and expresses their views to civic and professional organizations, to federal agencies, to Congress, and to the public. Through its structure of standing committees and special task forces, the Council responds to a broad range of concerns about education and provides leadership on major education issues.

Because the Council represents each state's chief education administrator, it has access to the educational and governmental establishment in each state and to the national influence that accompanies this unique position. CCSSO forms coalitions with many other education organizations and is able to provide leadership for a variety of policy concerns that affect elementary and secondary education. Thus, CCSSO members are able to act cooperatively on matters vital to the education of America's young people.

The State Education Assessment Center is a permanent, central part of the Council of Chief State School Officers. The Center was established through a resolution by the membership of CCSSO in 1984.

Preparation of this report was supported in part by the National Center for Education Statistics of the U.S. Department of Education. The views and opinions expressed in this report are not necessarily those of the Council of Chief State School Officers or the U.S. Department of Education.

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STATE
STUDENT
ASSESSMENT
PROGRAMS
ANNUAL
SURVEY

State Student Assessment Programs annual survey

Data Volume II

Data on 1999-2000 Statewide Student Assessment Programs
fall 2001

COUNCIL OF CHIEF STATE SCHOOL OFFICERS

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*

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*

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*

And most importantly, to each of the State Assessment Directors and their staff for their crucial work and dedication in completing the survey, reviewing and editing their state's data, and supporting this important data collection effort.

We are extremely thankful to everyone who helped us in the many steps along the way of completing the 2000 Annual Survey of State Student Assessment Programs.

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Order Form

PREFACE

This year marks the ninth edition of the *Annual Survey of State Student Assessment Programs* and the fourth year that the Council of Chief State School Officers (CCSSO) has conducted the annual survey on its own. In previous years, CCSSO partnered with the North Central Regional Educational Laboratory to produce the State Student Assessment Programs (SSAP) database. The current survey was funded in the past by the National Center for Education Statistics, and produced with the cooperation of state education agencies. The SSAP Survey, first administered in 1977 by the Association of State Assessment Programs, remains the single best source for information about statewide student assessment programs.

The survey summarizes what is occurring in statewide assessment programs, and provides information on trends in state assessment activities. The 2000 survey was reviewed and revised by the Assessment Subcommittee of the Education Information Advisory Committee (EIAC) and the Association of State Assessment Programs (ASAP). The survey was mailed to the states in March 2001, and states were asked to describe the assessment program(s) they operated during the 1999-2000 school year. Surveys were received from March through August 2001. CCSSO staff processed the survey information, and after completing data entry and initial editing, the data were returned to the states for a quality control and verification step, with each state assessment director receiving a copy of his or her state's information for review. Revisions or updates were sent to CCSSO and changes were made to the database.

In the Data Volumes, most commonly, each question in the survey produced one data table, sometimes more. Some questions generated simple numeric categorical responses, while others were open-ended and sometimes generated very extensive text. Still other questions required textual explanation of simpler classifications. Searching for specific information in this kind of structure can be difficult. We strongly urge the user to begin by studying the survey form included, beginning on page one. When it is appropriate, this document provides bottom marginal entries that may contain frequency, count, or average data, as appropriate.

Two staff members at CCSSO are responsible for the 2000 SSAP survey. John Olson is serving as Director of Assessments in the State Education Assessment Center and directs the SSAP project. Ida Jones is serving as Project Associate in the Center, and is responsible for the conduct of the survey, data entry, and summarization of the results. In addition to these staff, Linda Bond of CTB/McGraw Hill continued in her role of providing invaluable guidance to the review and summarization of the data. The three worked as a team to produce the reports.

The *Data from the Annual Survey of State Student Assessment Programs, 1999-2000,* Volumes I and II, plus the prior eight years of data, provide a rich lode of information on the status of, and trends in, state assessment policy and practice. The data contained in these documents include responses from 49 states and 7 jurisdictions that responded to the survey. Unfortunately, despite frequent requests, Florida declined to participate, so that throughout these volumes their information is missing. The data are also available in electronic form, on either diskette or CD ROM. A companion document, *State Student Assessment Programs Annual Survey: An Executive Summary, 1999-2000 Data* (Fall 2001), is also available from CCSSO, and presents the reader with a short overview of statewide assessment programs. An order form is attached to this document. Selected information from the database and these documents is also available at CCSSO's web site (http://www.ccsso.org).

Please feel free to contact CCSSO if you have any questions about the survey, this document, state assessment programs, or the SSAP database.

John F. Olson
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CCSSO

Ida A. Jones
Project Associate
CCSSO

Linda A. Bond
National Assessment Consultant
CTB/McGraw Hill

Question 3.2.1 Were assessment results from this component used for instructional purposes? If Yes, check each purpose, and briefly describe who uses the results and how they were applied.

State	Component	Yes	No	Student diagnosis	Student placement	Indiv. student instructional planning	Improvement of instruction for groups of students	Curriculum planning at the school/district level	Program evaluation	Identification of students at risk	Professional development	Other (Please specify)
AK	California Achievement Test, fifth edition	☑	☐	☑	☐	☑	☑	☑	☐	☐	☐	☐
	Norm-Referenced Testing	☑	☐	☐	☐	☐	☑	☑	☐	☐	☐	☐
AL	Alabama Direct Assessment of Writing	☑	☐	☐	☐	☑	☑	☑	☐	☐	☑	☐
	Alabama Early Learning Inventory	☑	☐	☑	☐	☑	☑	☑	☐	☑	☑	☐
	Alabama High School Graduation Exam, Third Edition	☑	☐	☑	☐	☑	☐	☐	☐	☐	☐	☑ Graduation with an Alabama high school diploma
	Alabama Reading Assessment: Grade 1	☑	☐	☑	☐	☑	☑	☑	☐	☑	☑	☐
	Alabama Reading Assessment: Grade 2	☑	☐	☑	☐	☑	☑	☑	☐	☑	☑	☐
	Stanford Achievement Test, 9th edition	☑	☐	☐	☐	☐	☑	☑	☑	☑	☑	☐
AR	Criterion-Referenced Testing	☑	☐	☑	☐	☑	☑	☑	☑	☑	☑	☐
	Norm-Referenced Testing	☑	☐	☑	☐	☑	☑	☑	☑	☑	☑	☐
AS	Stanford Achievement Test Ninth Edition	☑	☐	☐	☑	☑	☑	☑	☑	☑	☑	☐
AZ	CRT: Arizona's Instrument to Measure Standards (AIMS)	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	NRT: Stanford Achievement Test, Ninth Edition	☑	☐	☐	☐	☐	☑	☑	☑	☐	☑	☐
CA	Assessments in Career Education	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	CHSPE	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	GED	☑	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐
	Golden State Exams	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Physical Fitness Test	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑ Local decision
	Standardized Testing and Reporting Program (STAR)	☑	☐	☐	☐	☐	☑	☑	☑	☑	☑	☑ Local uses
CO	Reading, Writing, Mathematics, and Science	☑	☐	☐	☐	☐	☑	☑	☑	☐	☐	☐

Question 3.2.1 Were assessment results from this component used for instructional purposes? If Yes, check each purpose, and briefly describe who uses the results and how they were applied.

State	Component	Yes	No	Student diagnosis	Student placement	Indiv. student instructional planning	Improvement of instruction for groups of students	Curriculum planning at the school/district level	Program evaluation	Identification of students at risk	Professional development	Other (Please specify)
CT	Connecticut Academic Performance Test (CAPT)	☑	☐	☐	☐	☐	☑	☑	☑	☐	☑	☐
	Connecticut Mastery Test (CMT)	☑	☐	☑	☑	☑	☑	☑	☑	☑	☑	☐
DC	Stanford Achievement Tests- Ninth Edition	☑	☐	☑	☑	☑	☑	☑	☑	☑	☑	☐
DE	Delaware Student Testing Program - Mathematics NRT	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Reading NRT	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Science 8 & 11	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Social Studies 8 & 11	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Mathematics	☑	☐	☑	☐	☑	☑	☑	☐	☐	☑	☐
	Delaware Student Testing Program - Standards-Based Reading	☑	☐	☑	☐	☑	☑	☑	☐	☐	☑	☐
	Delaware Student Testing Program - Standards-Based Writing	☑	☐	☑	☐	☑	☑	☑	☐	☐	☑	☐
DoDEA	CTB TerraNova Multiple Assessment	☑	☐	☐	☐	☑	☑	☑	☑	☑	☑	☑ School Improvement Process
FL	No Response to 1999-2000 Survey	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
GA	Criterion-Referenced Competency Tests (CRCT)	☑	☐	☑	☑	☑	☑	☑	☑	☐	☑	☐
	Georgia High School Graduation Tests (GHSGT)	☑	☐	☑	☑	☑	☑	☑	☑	☑	☑	☑ Graduation requirement
	Georgia Kindergarten Assessment Program-Revised (GKAP-R)	☑	☐	☑	☑	☑	☑	☑	☑	☑	☑	☐
	Iowa Tests of Basic Skills	☑	☐	☑	☑	☑	☑	☑	☑	☑	☑	☐
	Writing Test	☑	☐	☑	☐	☑	☑	☑	☐	☐	☑	☐

Question 3.2.1 Were assessment results from this component used for instructional purposes? If Yes, check each purpose, and briefly describe who uses the results and how they were applied.

State	Component	Yes	No	Student diagnosis	Student placement	Indiv. student instructional planning	Improvement of instruction for groups of students	Curriculum planning at the school/district level	Program evaluation	Identification of students at risk	Professional development	Other (Please specify)
GU	SAT9 Norm-Referenced Test	☑	☐	☑	☑	☑	☑	☑	☑	☐	☑	☐
HI	Stanford Achievement Test 9th Ed. Abbreviated	☑	☐	☑	☑	☐	☑	☑	☑	☑	☐	☐
IA	Standardized Testing ITBS and ITED	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑ All of the above are local decisions
ID	Math Assessment	☑	☐	☐	☐	☑	☑	☑	☑	☑	☑	☐
	Norm-Referenced Test	☑	☐	☐	☐	☑	☑	☑	☑	☑	☑	☐
	Writing Assessment	☑	☐	☐	☐	☑	☑	☑	☑	☐	☑	☐
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	☑	☐	☐	☐	☐	☑	☑	☑	☐	☑	☐
IN	Statewide Assessment	☑	☐	☑	☑	☑	☑	☑	☑	☑	☑	☐
KS	Kansas Assessment Program	☑	☐	☑	☐	☑	☑	☑	☑	☑	☑	☐
KY	Alternate Portfolio	☑	☐	☐	☐	☑	☑	☑	☑	☐	☑	☐
	KCCT On-Demand	☑	☐	☐	☐	☑	☑	☑	☑	☐	☑	☐
	National Norm-Referenced Test	☑	☐	☐	☐	☑	☑	☐	☐	☐	☐	☐
	Writing Portfolio Assessment	☑	☐	☐	☐	☑	☑	☑	☑	☐	☑	☐
LA	Graduation Exit Examination (GEE)	☑	☐	☐	☐	☑	☑	☑	☐	☑	☐	☐
	LEAP 21 Grades 4, 8	☑	☐	☑	☑	☑	☑	☑	☑	☑	☑	☐
	The Iowa Tests, Complete Battery	☑	☐	☑	☐	☑	☑	☑	☐	☐	☐	☐
MA	Massachusetts Comprehensive Assessment System (MCAS)	☑	☐	☑	☐	☑	☑	☑	☑	☑	☑	☐
MD	High School Assessments	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Maryland Functional Tests	☑	☐	☑	☑	☑	☑	☐	☐	☑	☐	☑ Results are used by schools for decisions about remediation.
	Maryland School Performance Assessment Program (MSPAP)	☑	☐	☐	☐	☐	☑	☑	☑	☐	☑	☐

Question 3.2.1 Were assessment results from this component used for instructional purposes? If Yes, check each purpose, and briefly describe who uses the results and how they were applied.

State	Component	Yes	No	Student diagnosis	Student placement	Indiv. student instructional planning	Improvement of instruction for groups of students	Curriculum planning at the school/district level	Program evaluation	Identification of students at risk	Professional development	Other (Please specify)
ME	Maine Educational Assessment	☑	☐	☐	☐	☐	☑	☑	☑	☐	☑	☐
MI	Grade 4 and 7 Reading and Mathematics	☑	☐	☑	☐	☑	☑	☑	☑	☐	☑	☑ Students can earn Michigan Merit Award monies based on their 7th grade scores.
	Grade 5 and 8 Science, Social Studies, and Writing	☑	☐	☑	☐	☑	☑	☑	☑	☐	☑	☑ The use of assessment results for instructional purposes is determined by the local school districts. MDE Staff use results to help with professional development materials and workshops to assist educators with instruction.
	MEAP High School Test	☑	☐	☐	☐	☐	☑	☑	☐	☐	☑	☑ Students can earn Michigan Merit Award monies based on their test scores.
MN	Basic Standards Tests	☑	☐	☑	☑	☑	☑	☑	☐	☑	☐	☐
	Minnesota Comprehensive Assessments	☑	☐	☐	☐	☑	☑	☑	☑	☑	☑	☐
MO	MAP	☑	☐	☑	☐	☐	☑	☑	☐	☑	☑	☐
MP	Stanford Achievement Test, Ninth Edition	☑	☐	☐	☐	☑	☑	☑	☑	☐	☑	☐
MS	Career Planning and Assessment System	☑	☐	☐	☐	☐	☑	☑	☐	☐	☐	☐
	Functional Literacy Examination	☑	☐	☐	☐	☑	☑	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☑	☐	☑	☐	☑	☑	☑	☑	☐	☐	☐
MT	Student Assessment Requirement	☑	☐	☐	☐	☐	☑	☑	☑	☐	☐	☑ Local decisions for use

Question 3.2.1 Were assessment results from this component used for instructional purposes? If Yes, check each purpose, and briefly describe who uses the results and how they were applied.

State	Component	Yes	No	Student diagnosis	Student placement	Indiv. student instructional planning	Improvement of instruction for groups of students	Curriculum planning at the school/district level	Program evaluation	Identification of students at risk	Professional development	Other (Please specify)
NC	NC Annual Testing Program	☑	☐	☐	☑	☑	☑	☑	☑	☑	☑	☐
	NC Testing Program - Competency Testing	☑	☐	☐	☑	☑	☑	☑	☐	☑	☑	☐
	NC Tests of Computer Skills	☑	☐	☐	☑	☑	☐	☑	☐	☑	☑	☐
	Norm-Referenced Testing Program	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑ SEA-National Comparisons
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☑	☐	☑	☑	☑	☑	☑	☑	☑	☑	☑ Students are to use the results to identify for themselves strengths and weaknesses. In addition many schools ask the students to interpret the results to the parents.
NE	No State Assessments 1999-2000	☑	☐	☑	☑	☑	☑	☑	☑	☑	☑	☐
NH	NH Educational Improvement and Assessment Program	☑	☐	☐	☐	☐	☑	☑	☑	☐	☑	☐
NJ	Elementary School Proficiency Assessment	☑	☐	☐	☑	☑	☑	☑	☑	☑	☐	☐
	Grade 11 High School Proficiency Test	☑	☐	☐	☑	☑	☑	☑	☑	☑	☐	☐
	Grade Eight Proficiency Assessment	☑	☐	☐	☑	☑	☑	☑	☑	☑	☐	☐
NM	NM Achievement Assessment	☑	☐	☐	☐	☐	☑	☑	☑	☐	☐	☐
	NM High School Competency Exam	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	NM Writing Assessment Program	☑	☐	☑	☐	☑	☑	☑	☐	☐	☑	☐
	Reading Assessments for Grades 1 and 2	☑	☐	☑	☐	☑	☑	☑	☑	☐	☐	☑ Local option
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	☑	☐	☑	☐	☑	☑	☑	☑	☑	☑	☐
	High School Proficiency Examination	☑	☐	☑	☐	☑	☐	☑	☐	☑	☑	☐
	Norm-Referenced Testing at Grades 4, 8, and 10	☑	☐	☑	☐	☑	☑	☐	☑	☑	☐	☐

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State	Component	Yes	No	Student diagnosis	Student placement	Indiv. student instructional planning	Improvement of instruction for groups of students	Curriculum planning at the school/district level	Program evaluation	Identification of students at risk	Professional development	Other (Please specify)
NY	New York State Testing Program	☑	☐	☐	☐	☑	☐	☑	☑	☑	☐	☐
	Occupational Education Proficiency Examinations	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Program Evaluation Tests (PET)	☑	☐	☐	☐	☐	☑	☑	☑	☐	☐	☐
	Regents Competency Tests	☑	☐	☐	☐	☐	☐	☐	☑	☑	☐	☐
	Regents Examination Program	☑	☐	☐	☐	☐	☑	☑	☑	☑	☐	☐
	Second Language Proficiency Exams	☑	☐	☐	☑	☐	☐	☑	☑	☐	☐	☐
OH	12th-Grade Proficiency Testing	☑	☐	☐	☐	☐	☑	☑	☐	☐	☑	☐
	4th-Grade Proficiency Testing	☑	☐	☐	☐	☐	☑	☑	☑	☑	☑	☐
	6th-Grade Proficiency Testing	☑	☐	☐	☐	☐	☑	☑	☑	☑	☑	☐
	9th-Grade Proficiency Testing	☑	☐	☐	☐	☐	☑	☑	☑	☐	☐	☐
OK	Oklahoma Core Curriculum Tests - Multiple Choice	☑	☐	☑	☐	☑	☑	☑	☑	☑	☑	☐
	Oklahoma Core Curriculum Tests - Writing	☑	☐	☑	☐	☑	☑	☑	☑	☐	☑	☐
OR	Reading, Writing, Science, and Mathematics Assessment	☑	☐	☐	☐	☐	☑	☑	☑	☐	☑	☐
PA	Reading, Mathematics	☑	☐	☐	☐	☑	☑	☑	☐	☑	☐	☐
PR	Pruebas Puertorriqueñas de Competencias Escolares	☑	☐	☑	☑	☑	☑	☑	☑	☑	☑	☑ Identification of low performing schools.
RI	English Lang. Arts & Math Performance Assessment	☑	☐	☐	☐	☐	☑	☑	☑	☐	☑	☐
	Health Education Performance Assessment	☑	☐	☐	☐	☐	☑	☑	☐	☐	☑	☐
	Writing Performance Assessment	☑	☐	☐	☐	☐	☑	☑	☐	☐	☑	☐

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State	Component	Yes	No	Student diagnosis	Student placement	Indiv. student instructional planning	Improvement of instruction for groups of students	Curriculum planning at the school/district level	Program evaluation	Identification of students at risk	Professional development	Other (Please specify)
SC	Criterion-Referenced Tests - BSAP - High School Exit Examination	☑	☐	☑	☑	☑	☑	☑	☑	☑	☐	☐
	Criterion-Referenced Tests - PACT grades 3 - 8	☑	☐	☐	☐	☑	☑	☑	☑	☑	☑	☐
	Criterion-Referenced Tests - Readiness Test	☑	☐	☑	☐	☑	☐	☐	☑	☑	☐	☐
	Norm-Referenced Testing - TerraNova sample testing	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
SD	Stanford Achievement Test, Ninth Edition	☑	☐	☑	☐	☑	☑	☑	☑	☐	☐	☐
	Stanford Writing Assessment Program, Third Edition	☑	☐	☐	☐	☐	☑	☑	☐	☐	☑	☐
TN	Achievement Test (3-8)	☑	☐	☑	☐	☑	☑	☑	☑	☑	☑	☑ School improvement planning process
	Competency Test	☑	☐	☑	☐	☑	☑	☐	☐	☑	☐	☐
	High School End of Course	☑	☐	☑	☐	☐	☑	☑	☐	☐	☑	☐
	TCAP Writing Assessment (4, 7, 11)	☑	☐	☐	☐	☐	☑	☑	☐	☐	☐	☐
TX	Reading Proficiency Tests in English (RPTE)	☑	☐	☑	☑	☑	☑	☑	☐	☐	☑	☑
	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☑	☐	☑	☑	☑	☑	☑	☑	☑	☑	☐
UT	Core Curriculum Testing (Perf. Assessment)	☑	☐	☑	☐	☑	☑	☑	☑	☐	☐	☐
	Norm-Referenced Testing	☑	☐	☑	☑	☐	☑	☑	☑	☐	☐	☐
	Utah Core Assessment CRT Program	☑	☐	☑	☑	☑	☑	☑	☑	☑	☐	☐
VA	Standards of Learning (SOL) Assessment Program	☑	☐	☑	☑	☑	☑	☑	☑	☑	☑	☐
	Virginia Literacy Testing Program	☑	☐	☑	☐	☑	☑	☑	☐	☑	☐	☐
	Virginia State Assessment NRT Program	☑	☐	☑	☐	☑	☑	☑	☑	☑	☐	☐
VI	Terra Nova Assessments Series	☑	☐	☑	☐	☐	☑	☑	☐	☐	☐	☐

Question 3.2.1 Were assessment results from this component used for instructional purposes? If Yes, check each purpose, and briefly describe who uses the results and how they were applied.

State	Component	Yes	No	Student diagnosis	Student placement	Indiv. student instructional planning	Improvement of instruction for groups of students	Curriculum planning at the school/district level	Program evaluation	Identification of students at risk	Professional development	Other (Please specify)
VT	Standard's Referenced Exams (NSRE)	☑	☐	☐	☐	☑	☑	☑	☑	☐	☐	☐
	Vermont Developmental Reading Assessment	☑	☐	☐	☐	☑	☑	☑	☑	☐	☐	☐
WA	Norm-Referenced Testing	☑	☐	☑	☑	☑	☑	☑	☑	☑	☑	☐
	Second Grade Reading	☑	☐	☐	☐	☑	☑	☑	☐	☑	☐	☐
	Washington Assessment of Student Learning	☑	☐	☑	☐	☑	☑	☑	☐	☐	☑	☐
WI	Reading Comprehension	☑	☐	☑	☑	☑	☐	☑	☐	☑	☐	☐
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☑	☐	☐	☐	☐	☑	☑	☑	☑	☐	☐
WV	ACT Explore	☑	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐
	ACT Work Keys	☑	☐	☐	☐	☑	☐	☑	☐	☐	☐	☐
	National Assessment of Educational Progress	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-referenced Test	☑	☐	☑	☐	☑	☑	☑	☑	☑	☑	☐
	Writing Assessment	☑	☐	☑	☐	☑	☑	☑	☐	☐	☐	☐
WY	Carl Perkins Assessment	☑	☐	☐	☐	☑	☑	☑	☑	☐	☑	☐
	Wyoming Comprehensive Assessment System	☑	☐	☐	☐	☐	☑	☑	☑	☐	☑	☐
	Totals by State	49	8	30	18	37	52	48	44	31	37	12
	Totals by Jurisdiction	7	0	4	4	6	3	7	6	4	6	2
	Total	56	8	34	22	43	55	55	50	35	43	14

Question 3.2.2 Were assessment results from this component used for student accountability purposes? If yes, check each purpose and briefly describe who uses the results and how they were applied.

State	Component	Yes	No	Student non-monetary awards/recognition	Student financial awards or scholarships	Student promotion / retention	Honors high school diploma	Endorsed high school diploma	High school graduation (exit requirement)	Certificate of mastery	Required remediation	Other (Please specify)
AK	California Achievement Test, fifth edition	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑ Report to public
AL	Alabama Direct Assessment of Writing	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Alabama Early Learning Inventory	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Alabama High School Graduation Exam, Third Edition	☑	☐	☐	☐	☐	☐	☐	☑	☐	☑	☐
	Alabama Reading Assessment: Grade 1	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Alabama Reading Assessment: Grade 2	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Stanford Achievement Test, 9th edition	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
AR	Criterion-Referenced Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
AS	Stanford Achievement Test Ninth Edition	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
AZ	CRT: Arizona's Instrument to Measure Standards (AIMS)	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	NRT: Stanford Achievement Test, Ninth Edition	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐

Question 3.2.2 Were assessment results from this component used for student accountability purposes? If yes, check each purpose and briefly describe who uses the results and how they were applied.

State	Component	Yes	No	Student non-monetary awards/recognition	Student financial awards or scholarships	Student promotion / retention	Honors high school diploma	Endorsed high school diploma	High school graduation (exit requirement)	Certificate of mastery	Required remediation	Other (Please specify)
CA	Assessments in Career Education	☑	☐	☑	☐	☐	☐	☑	☐	☐	☐	☐
	CHSPE	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	GED	☑	☐	☐	☑	☑	☐	☐	☐	☐	☐	☐
	Golden State Exams	☑	☐	☑	☑	☐	☑	☐	☐	☐	☐	☐
	Physical Fitness Test	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑ Local decision
	Standardized Testing and Reporting Program (STAR)	☑	☐	☐	☑	☑	☐	☐	☐	☐	☑	☑ Local uses
CO	Reading, Writing, Mathematics, and Science	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
CT	Connecticut Academic Performance Test (CAPT)	☑	☐	☑	☐	☐	☐	☐	☐	☑	☐	☐
	Connecticut Mastery Test (CMT)	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
DC	Stanford Achievement Tests- Ninth Edition	☑	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐

Question 3.2.2 Were assessment results from this component used for student accountability purposes? If yes, check each purpose and briefly describe who uses the results and how they were applied.

State	Component	Yes	No	Student non-monetary awards/recognition	Student financial awards or scholarships	Student promotion / retention	Honors high school diploma	Endorsed high school diploma	High school graduation (exit requirement)	Certificate of mastery	Required remediation	Other (Please specify)
DE	Delaware Student Testing Program - Mathematics NRT	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Reading NRT	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Science 8 & 11	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Social Studies 8 & 11	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Mathematics	☑	☐	☑	☑	☐	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Reading	☑	☐	☑	☑	☐	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Writing	☑	☐	☑	☑	☐	☐	☐	☐	☐	☐	☐
DoDEA	CTB TerraNova Multiple Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
FL	No Response to 1999-2000 Survey	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Question 3.2.2 Were assessment results from this component used for student accountability purposes? If yes, check each purpose and briefly describe who uses the results and how they were applied.

State	Component	Yes	No	Student non-monetary awards/recognition	Student financial awards or scholarships	Student promotion / retention	Honors high school diploma	Endorsed high school diploma	High school graduation (exit requirement)	Certificate of mastery	Required remediation	Other (Please specify)
GA	Criterion-Referenced Competency Tests (CRCT)	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Georgia High School Graduation Tests (GHSGT)	☑	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
	Georgia Kindergarten Assessment Program-Revised (GKAP-R)	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑ Part of the criteria for identification in Early Intervention Program (EIP)
	Iowa Tests of Basic Skills	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Writing Test	☑	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
GU	SAT9 Norm-Referenced Test	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
HI	Stanford Achievement Test 9th Ed. Abbreviated	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
IA	Standardized Testing ITBS and ITED	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
ID	Math Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Test	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Writing Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	☑	☐	☐	☐	☑	☐	☐	☐	☐	☑	☐
IN	Statewide Assessment	☑	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
KS	Kansas Assessment Program	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑ Student Classifications

Question 3.2.2 Were assessment results from this component used for student accountability purposes? If yes, check each purpose and briefly describe who uses the results and how they were applied.

State	Component	Yes	No	Student non-monetary awards/recognition	Student financial awards or scholarships	Student promotion / retention	Honors high school diploma	Endorsed high school diploma	High school graduation (exit requirement)	Certificate of mastery	Required remediation	Other (Please specify)
KY	Alternate Portfolio	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	KCCT On-Demand	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	National Norm-Referenced Test	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Writing Portfolio Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
LA	Graduation Exit Examination (GEE)	☑	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
	LEAP 21 Grades 4, 8	☑	☐	☐	☐	☑	☐	☐	☐	☐	☑	☐
	The Iowa Tests, Complete Battery	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
MA	Massachusetts Comprehensive Assessment System (MCAS)	☑	☐	☑	☑	☐	☐	☐	☐	☑	☐	☐
MD	High School Assessments	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Maryland Functional Tests	☑	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
	Maryland School Performance Assessment Program (MSPAP)	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
ME	Maine Educational Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
MI	Grade 4 and 7 Reading and Mathematics	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Grade 5 and 8 Science, Social Studies, and Writing	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	MEAP High School Test	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑ Endorse the locally issued high school transcript.

Question 3.2.2 Were assessment results from this component used for student accountability purposes? If yes, check each purpose and briefly describe who uses the results and how they were applied.

State	Component	Yes	No	Student non-monetary awards/recognition	Student financial awards or scholarships	Student promotion / retention	Honors high school diploma	Endorsed high school diploma	High school graduation (exit requirement)	Certificate of mastery	Required remediation	Other (Please specify)
MN	Basic Standards Tests	☑	☐	☐	☐	☐	☐	☐	☑	☐	☑	☐
	Minnesota Comprehensive Assessments	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
MO	MAP	☑	☐	☐	☑	☐	☐	☐	☐	☐	☐	☑ Payment for dual credit courses
MP	Stanford Achievement Test, Ninth Edition	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
MS	Career Planning and Assessment System	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Functional Literacy Examination	☑	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
	Norm-Referenced Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
MT	Student Assessment Requirement	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☑ Local districts may use for a locally specified purpose.
NC	NC Annual Testing Program	☑	☐	☑	☐	☑	☐	☐	☑	☐	☐	☐
	NC Testing Program - Competency Testing	☑	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
	NC Tests of Computer Skills	☑	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
	Norm-Referenced Testing Program	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☑	☐	☑	☐	☑	☑	☐	☐	☐	☑	☐
NE	No State Assessments 1999-2000	☑	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐

Question 3.2.2 Were assessment results from this component used for student accountability purposes? If yes, check each purpose and briefly describe who uses the results and how they were applied.

State	Component	Yes	No	Student non-monetary awards/recognition	Student financial awards or scholarships	Student promotion / retention	Honors high school diploma	Endorsed high school diploma	High school graduation (exit requirement)	Certificate of mastery	Required remediation	Other (Please specify)
NH	NH Educational Improvement and Assessment Program	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
NJ	Elementary School Proficiency Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Grade 11 High School Proficiency Test	☑	☐	☐	☐	☐	☐	☑	☑	☐	☑	☐
	Grade Eight Proficiency Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
NM	NM Achievement Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	NM High School Competency Exam	☑	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
	NM Writing Assessment Program	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Reading Assessments for Grades 1 and 2	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	☑	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
	High School Proficiency Examination	☑	☐	☐	☑	☐	☐	☐	☑	☐	☑	☐
	Norm-Referenced Testing at Grades 4, 8, and 10	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐

Question 3.2.2 Were assessment results from this component used for student accountability purposes? If yes, check each purpose and briefly describe who uses the results and how they were applied.

State	Component	Yes	No	Student non-monetary awards/recognition	Student financial awards or scholarships	Student promotion / retention	Honors high school diploma	Endorsed high school diploma	High school graduation (exit requirement)	Certificate of mastery	Required remediation	Other (Please specify)
NY	New York State Testing Program	☑	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐
	Occupational Education Proficiency Examinations	☑	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
	Program Evaluation Tests (PET)	☑	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐
	Regents Competency Tests	☑	☐	☐	☐	☐	☐	☐	☑	☐	☑	☐
	Regents Examination Program	☑	☐	☑	☐	☑	☑	☑	☑	☐	☑	☐
	Second Language Proficiency Exams	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑ To earn 1 unit of high school credit in second language
OH	12th-Grade Proficiency Testing	☑	☐	☑	☑	☐	☑	☐	☐	☐	☐	☐
	4th-Grade Proficiency Testing	☑	☐	☐	☐	☑	☐	☐	☐	☐	☑	☐
	6th-Grade Proficiency Testing	☑	☐	☐	☐	☑	☐	☐	☐	☐	☑	☐
	9th-Grade Proficiency Testing	☑	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
OK	Oklahoma Core Curriculum Tests - Multiple Choice	☑	☐	☐	☐	☐	☐	☐	☐	☐	☑	☑ Must score a Satisfactory on 8th grade reading assessment to obtain a state driver's license
	Oklahoma Core Curriculum Tests - Writing	☑	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐
OR	Reading, Writing, Science, and Mathematics Assessment	☑	☐	☑	☐	☐	☐	☐	☐	☑	☐	☐

Question 3.2.2 Were assessment results from this component used for student accountability purposes? If yes, check each purpose and briefly describe who uses the results and how they were applied.

State	Component	Yes	No	Student non-monetary awards/recognition	Student financial awards or scholarships	Student promotion / retention	Honors high school diploma	Endorsed high school diploma	High school graduation (exit requirement)	Certificate of mastery	Required remediation	Other (Please specify)
PA	Reading, Mathematics	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
PR	Pruebas Puertorriqueñas de Competencias Escolares	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
RI	English Lang. Arts & Math Performance Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Health Education Performance Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Writing Performance Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
SC	Criterion-Referenced Tests - BSAP - High School Exit Examination	☑	☐	☐	☐	☐	☐	☐	☑	☑	☑	☐
	Criterion-Referenced Tests - PACT grades 3 - 8	☑	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐
	Criterion-Referenced Tests - Readiness Test	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing - TerraNova sample testing	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
SD	Stanford Achievement Test, Ninth Edition	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Stanford Writing Assessment Program, Third Edition	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐

Question 3.2.2 Were assessment results from this component used for student accountability purposes? If yes, check each purpose and briefly describe who uses the results and how they were applied.

State	Component	Yes	No	Student non-monetary awards/recognition	Student financial awards or scholarships	Student promotion / retention	Honors high school diploma	Endorsed high school diploma	High school graduation (exit requirement)	Certificate of mastery	Required remediation	Other (Please specify)
TN	Achievement Test (3-8)	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Competency Test	☑	☐	☐	☐	☐	☐	☑	☑	☐	☐	☐
	High School End of Course	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	TCAP Writing Assessment (4, 7, 11)	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
TX	Reading Proficiency Tests in English (RPTE)	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☑	☐	☑	☐	☐	☐	☐	☑	☐	☑	☐
UT	Core Curriculum Testing (Perf. Assessment)	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☑	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐
	Utah Core Assessment CRT Program	☑	☐	☑	☐	☑	☐	☐	☐	☐	☐	☐
VA	Standards of Learning (SOL) Assessment Program	☑	☐	☐	☐	☑	☐	☐	☑	☐	☐	☑ HS tests must be passed to verify course credit
	Virginia Literacy Testing Program	☑	☐	☑	☐	☑	☐	☐	☑	☐	☐	☐
	Virginia State Assessment NRT Program	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
VI	Terra Nova Assessments Series	☑	☐	☑	☐	☐	☐	☐	☐	☐	☐	☑ student performance information for system

Question 3.2.2 Were assessment results from this component used for student accountability purposes? If yes, check each purpose and briefly describe who uses the results and how they were applied.

State	Component	Yes	No	Student non-monetary awards/recognition	Student financial awards or scholarships	Student promotion / retention	Honors high school diploma	Endorsed high school diploma	High school graduation (exit requirement)	Certificate of mastery	Required remediation	Other (Please specify)
VT	Standard's Referenced Exams (NSRE)	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Vermont Developmental Reading Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
WA	Norm-Referenced Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Second Grade Reading	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Washington Assessment of Student Learning	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
WI	Reading Comprehension	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
WV	ACT Explore	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	ACT Work Keys	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	National Assessment of Educational Progress	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-referenced Test	☑	☐	☐	☐	☐	☐	☑	☐	☐	☑	☐
	Writing Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
WY	Carl Perkins Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Wyoming Comprehensive Assessment System	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Totals by State	32	38	12	6	9	4	5	17	4	15	10
	Totals by Jurisdiction	2	5	1	0	0	0	0	0	0	1	1
	Total	34	43	13	6	9	4	5	17	4	16	11

Question 3.2.3

Were assessment results from this component used for school accountability purposes (affecting all people in the school building)? If yes, check each purpose, and briefly describe who uses the results and how they were applied.

State	Component	Yes	No	School non-monetary awards/recognition	School monetary awards	Exempt schools from regulation	School accreditation	School performance reporting	High school skills guarantee	School improvement plans	Provide additional assistance to school	Provide additional resources to low performing schools	Give warnings to schools	Put schools on probation/watch lists	School monetary penalties	Take over schools	Dissolve schools	Other (Please specify)
AK	California Achievement Test, fifth edition	☑	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☑	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑ District report cards.
AL	Alabama Direct Assessment of Writing	☑	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Alabama Early Learning Inventory	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Alabama High School Graduation Exam, Third Edition	☑	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Alabama Reading Assessment: Grade 1	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Alabama Reading Assessment: Grade 2	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Stanford Achievement Test, 9th edition	☑	☐	☐	☑	☐	☐	☑	☐	☑	☑	☐	☑	☑	☐	☑	☐	☐
AR	Criterion-Referenced Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☑	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☑	☑	☐	☐	☐	☐
AS	Stanford Achievement Test Ninth Edition	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
AZ	CRT: Arizona's Instrument to Measure Standards (AIMS)	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	NRT: Stanford Achievement Test, Ninth Edition	☑	☐	☐	☐	☐	☐	☑	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐

Question 3.2.3

Were assessment results from this component used for school accountability purposes (affecting all people in the school building)? If yes, check each purpose, and briefly describe who uses the results and how they were applied.

State	Component	Yes	No	School non-monetary awards/recognition	School monetary awards	Exempt schools from regulation	School accreditation	School performance reporting	High school skills guarantee	School improvement plans	Provide additional assistance to school	Provide additional resources to low performing schools	Give warnings to schools	Put schools on probation/watch lists	School monetary penalties	Take over schools	Dissolve schools	Other (Please specify)
CA	Assessments in Career Education	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	CHSPE	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	GED	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Golden State Exams	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Physical Fitness Test	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑ Local decision
	Standardized Testing and Reporting Program (STAR)	☑	☐	☑	☑	☐	☐	☑	☐	☑	☑	☑	☐	☐	☐	☐	☐	☐
CO	Reading, Writing, Mathematics, and Science	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
CT	Connecticut Academic Performance Test (CAPT)	☑	☐	☐	☐	☐	☐	☑	☐	☑	☑	☑	☑	☑	☐	☐	☐	☑ Assistance provided via Title I
	Connecticut Mastery Test (CMT)	☑	☐	☑	☑	☐	☐	☑	☐	☐	☑	☑	☑	☑	☐	☐	☐	☑ Assistance provided via Title I
DC	Stanford Achievement Tests- Ninth Edition	☑	☐	☐	☑	☐	☐	☑	☐	☑	☑	☑	☑	☑	☐	☑	☐	☐

Question 3.2.3

Were assessment results from this component used for school accountability purposes (affecting all people in the school building)? If yes, check each purpose, and briefly describe who uses the results and how they were applied.

State	Component	Yes	No	School non-monetary awards/recognition	School monetary awards	Exempt schools from regulation	School accreditation	School performance reporting	High school skills guarantee	School improvement plans	Provide additional assistance to school	Provide additional resources to low performing schools	Give warnings to schools	Put schools on probation/watch lists	School monetary penalties	Take over schools	Dissolve schools	Other (Please specify)
DE	Delaware Student Testing Program - Mathematics NRT	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Reading NRT	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Science 8 & 11	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Social Studies 8 & 11	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Mathematics	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Reading	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Writing	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
DoDEA	CTB TerraNova Multiple Assessment	☑	☐	☐	☐	☐	☐	☑	☐	☑	☑	☑	☐	☐	☐	☐	☐	☐
FL	No Response to 1999-2000 Survey	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
GA	Criterion-Referenced Competency Tests (CRCT)	☑	☐	☑	☐	☐	☐	☑	☐	☑	☑	☐	☑	☑	☐	☐	☐	☐
	Georgia High School Graduation Tests (GHSGT)	☑	☐	☐	☐	☐	☐	☑	☐	☑	☑	☐	☐	☐	☐	☐	☐	☐
	Georgia Kindergarten Assessment Program-Revised (GKAP-R)	☑	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐
	Iowa Tests of Basic Skills	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Writing Test	☑	☐	☐	☐	☐	☐	☑	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐
GU	SAT9 Norm-Referenced Test	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
HI	Stanford Achievement Test 9th Ed. Abbreviated	☑	☐	☑	☐	☐	☑	☑	☐	☑	☑	☐	☐	☐	☐	☐	☐	☐

Question 3.2.3

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State	Component	Yes	No	School non-monetary awards/recognition	School monetary awards	Exempt schools from regulation	School accreditation	School performance reporting	High school skills guarantee	School improvement plans	Provide additional assistance to school	Provide additional resources to low performing schools	Give warnings to schools	Put schools on probation/watch lists	School monetary penalties	Take over schools	Dissolve schools	Other (Please specify)
IA	Standardized Testing ITBS and ITED	☑	☐	☐	☐	☐	☐	☑	☐	☑	☑	☑	☐	☐	☐	☐	☐	☐
ID	Math Assessment	☑	☐	☐	☐	☐	☐	☐	☐	☑	☑	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Test	☑	☐	☐	☐	☐	☐	☐	☐	☑	☑	☐	☐	☐	☐	☐	☐	☐
	Writing Assessment	☑	☐	☐	☐	☐	☐	☐	☐	☑	☑	☐	☐	☐	☐	☐	☐	☐
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	☑	☐	☐	☐	☑	☐	☑	☐	☑	☑	☐	☑	☑	☐	☐	☐	☐
IN	Statewide Assessment	☑	☐	☑	☑	☐	☑	☐	☐	☐	☑	☑	☐	☑	☐	☐	☐	☐
KS	Kansas Assessment Program	☑	☐	☐	☐	☐	☑	☑	☐	☑	☑	☐	☐	☐	☐	☐	☐	☐
KY	Alternate Portfolio	☑	☐	☑	☑	☑	☐	☑	☐	☑	☑	☑	☐	☐	☐	☐	☐	☐
	KCCT On-Demand	☑	☐	☑	☑	☑	☐	☑	☐	☑	☑	☑	☐	☐	☐	☐	☐	☐
	National Norm-Referenced Test	☑	☐	☑	☑	☑	☐	☑	☐	☑	☑	☑	☐	☐	☐	☐	☐	☐
	Writing Portfolio Assessment	☑	☐	☑	☑	☑	☐	☑	☐	☑	☑	☑	☐	☐	☐	☐	☐	☐
LA	Graduation Exit Examination (GEE)	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	LEAP 21 Grades 4, 8	☑	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	The Iowa Tests, Complete Battery	☑	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
MA	Massachusetts Comprehensive Assessment System (MCAS)	☑	☐	☑	☐	☐	☐	☑	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐
MD	High School Assessments	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Maryland Functional Tests	☑	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Maryland School Performance Assessment Program (MSPAP)	☑	☐	☑	☑	☐	☐	☑	☐	☑	☑	☑	☑	☑	☐	☑	☐	☐
ME	Maine Educational Assessment	☑	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐

Question 3.2.3

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MI	Grade 4 and 7 Reading and Mathematics	☑	☐	☐	☐	☐	☑	☑	☐	☑	☐	☐	☑	☑	☐	☐	☐	☐
	Grade 5 and 8 Science, Social Studies, and Writing	☑	☐	☐	☐	☐	☑	☑	☐	☑	☐	☐	☑	☑	☐	☐	☐	☐
	MEAP High School Test	☑	☐	☐	☐	☐	☑	☑	☐	☑	☐	☐	☑	☐	☐	☐	☐	☐
MN	Basic Standards Tests	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Minnesota Comprehensive Assessments	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐
MO	MAP	☑	☐	☑	☐	☑	☑	☑	☐	☑	☑	☐	☑	☐	☐	☐	☐	☐
MP	Stanford Achievement Test, Ninth Edition	☑	☐	☐	☐	☐	☑	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
MS	Career Planning and Assessment System	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Functional Literacy Examination	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
MT	Student Assessment Requirement	☑	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☑ Scores reported publicly.
NC	NC Annual Testing Program	☑	☐	☑	☑	☐	☐	☑	☐	☑	☐	☑	☑	☑	☐	☑	☐	☑ Suspend school leadership.
	NC Testing Program - Competency Testing	☑	☐	☑	☑	☐	☐	☑	☐	☑	☐	☑	☑	☑	☐	☑	☐	☐
	NC Tests of Computer Skills	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing Program	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☑	☐	☐	☐	☐	☐	☑	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐
NE	No State Assessments 1999-2000	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

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NH	NH Educational Improvement and Assessment Program	☑	☐	☐	☐	☐	☐	☑	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐
NJ	Elementary School Proficiency Assessment	☑	☐	☐	☐	☐	☑	☑	☐	☑	☐	☐	☑	☑	☐	☑	☐	☐
	Grade 11 High School Proficiency Test	☑	☐	☐	☐	☐	☑	☑	☑	☑	☐	☐	☑	☑	☐	☑	☐	☐
	Grade Eight Proficiency Assessment	☑	☐	☐	☐	☐	☑	☑	☐	☑	☐	☐	☑	☑	☐	☑	☐	☐
NM	NM Achievement Assessment	☑	☐	☑	☑	☐	☑	☑	☐	☐	☐	☐	☐	☑	☐	☐	☐	☑ SEA Accountability Report
	NM High School Competency Exam	☑	☐	☑	☑	☐	☑	☑	☐	☐	☐	☐	☐	☑	☐	☐	☐	☑ SEA Accountability Report
	NM Writing Assessment Program	☑	☐	☐	☐	☐	☑	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑ Listed in state accountability report.
	Reading Assessments for Grades 1 and 2	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	☑	☐	☐	☐	☐	☐	☑	☐	☑	☑	☐	☐	☐	☐	☐	☐	☐
	High School Proficiency Examination	☑	☐	☐	☐	☐	☐	☑	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing at Grades 4, 8, and 10	☑	☐	☑	☐	☐	☐	☑	☐	☑	☐	☑	☐	☑	☐	☑	☐	☐

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NY	New York State Testing Program	☑	☐	☐	☐	☐	☐	☑	☐	☑	☑	☐	☑	☑	☐	☐	☐	☐
	Occupational Education Proficiency Examinations	☑	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Program Evaluation Tests (PET)	☑	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Regents Competency Tests	☑	☐	☐	☐	☐	☐	☑	☐	☑	☑	☐	☐	☑	☐	☐	☐	☐
	Regents Examination Program	☑	☐	☐	☐	☐	☐	☑	☐	☑	☑	☐	☐	☑	☐	☐	☐	☐
	Second Language Proficiency Exams	☑	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
OH	12th-Grade Proficiency Testing	☑	☐	☐	☐	☐	☐	☑	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐
	4th-Grade Proficiency Testing	☑	☐	☐	☑	☐	☐	☑	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐
	6th-Grade Proficiency Testing	☑	☐	☐	☑	☐	☐	☑	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐
	9th-Grade Proficiency Testing	☑	☐	☑	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
OK	Oklahoma Core Curriculum Tests - Multiple Choice	☑	☐	☐	☐	☐	☐	☑	☐	☑	☑	☐	☐	☐	☐	☐	☐	☐
	Oklahoma Core Curriculum Tests - Writing	☑	☐	☐	☐	☐	☐	☑	☐	☑	☑	☐	☐	☐	☐	☐	☐	☐
OR	Reading, Writing, Science, and Mathematics Assessment	☑	☐	☐	☐	☐	☐	☑	☐	☑	☑	☑	☐	☐	☐	☐	☐	☐
PA	Reading, Mathematics	☑	☐	☐	☑	☐	☐	☐	☐	☐	☐	☑	☑	☐	☐	☑	☐	☐
PR	Pruebas Puertorriqueñas de Competencias Escolares	☑	☐	☑	☐	☐	☐	☐	☑	☑	☑	☑	☑	☐	☐	☐	☐	☐

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RI	English Lang. Arts & Math Performance Assessment	☑	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Health Education Performance Assessment	☑	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Writing Performance Assessment	☑	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
SC	Criterion-Referenced Tests - BSAP - High School Exit Examination	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Criterion-Referenced Tests - PACT grades 3 - 8	☑	☐	☐	☐	☐	☐	☑	☐	☑	☑	☑	☑	☑	☐	☑	☐	☐
	Criterion-Referenced Tests - Readiness Test	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing - TerraNova sample testing	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
SD	Stanford Achievement Test, Ninth Edition	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Stanford Writing Assessment Program, Third Edition	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
TN	Achievement Test (3-8)	☑	☐	☑	☑	☐	☐	☑	☐	☑	☑	☑	☑	☐	☐	☐	☐	☐
	Competency Test	☑	☐	☐	☐	☐	☐	☑	☐	☑	☐	☐	☑	☐	☐	☐	☐	☐
	High School End of Course	☑	☐	☐	☑	☐	☐	☑	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐
	TCAP Writing Assessment (4, 7, 11)	☑	☐	☐	☐	☐	☐	☑	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐
TX	Reading Proficiency Tests in English (RPTE)	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☑	☐	☐	☑	☑	☑	☑	☐	☐	☐	☐	☑	☑	☐	☑	☑	☐

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UT	Core Curriculum Testing (Perf. Assessment)	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☑	☐	☐	☐	☐	☐	☑	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐
	Utah Core Assessment CRT Program	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
VA	Standards of Learning (SOL) Assessment Program	☑	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Virginia Literacy Testing Program	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Virginia State Assessment NRT Program	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
VI	Terra Nova Assessments Series	☑	☐	☑	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
VT	Standard's Referenced Exams (NSRE)	☑	☐	☐	☐	☐	☐	☑	☐	☑	☑	☐	☐	☐	☐	☐	☐	☐
	Vermont Developmental Reading Assessment	☑	☐	☐	☐	☐	☐	☑	☐	☑	☑	☐	☐	☐	☐	☐	☐	☐
WA	Norm-Referenced Testing	☑	☐	☐	☐	☐	☐	☑	☐	☑	☑	☐	☐	☐	☐	☐	☐	☐
	Second Grade Reading	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Washington Assessment of Student Learning	☑	☐	☐	☐	☐	☐	☑	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐
WI	Reading Comprehension	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☑	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐

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State	Component	Yes	No	School non-monetary awards/recognition	School monetary awards	Exempt schools from regulation	School accreditation	School performance reporting	High school skills guarantee	School improvement plans	Provide additional assistance to school	Provide additional resources to low performing schools	Give warnings to schools	Put schools on probation/watch lists	School monetary penalties	Take over schools	Dissolve schools	Other (Please specify)
WV	ACT Explore	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	ACT Work Keys	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	National Assessment of Educational Progress	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-referenced Test	☑	☐	☐	☐	☐	☑	☑	☑	☑	☐	☐	☐	☑	☐	☐	☐	☐
	Writing Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
WY	Carl Perkins Assessment	☑	☐	☐	☐	☐	☐	☑	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐
	Wyoming Comprehensive Assessment System	☑	☐	☐	☐	☐	☐	☑	☐	☑	☑	☐	☐	☐	☐	☐	☐	☐
	Totals by State	44	22	14	12	4	9	37	2	30	25	13	16	17	0	8	1	6
	Totals by Jurisdiction	5	2	2	1	0	1	4	1	3	3	3	2	1	0	1	0	0
	Total	49	24	16	13	4	10	41	3	33	28	16	18	18	0	9	1	6

Question 3.2.4 Were assessment results from this component used for staff accountability purposes (affecting individual staff)?

State	Component	Yes	No	Staff non-monetary awards/recognition (e.g. certificates)	Staff monetary awards (e.g., one-time bonuses)	Staff salary increases (e.g., merit pay)	Staff monetary penalties	Staff evaluation or certification	Staff dismissal	Other (Please specify)
AK	California Achievement Test, fifth edition	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐
AL	Alabama Direct Assessment of Writing	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Alabama Early Learning Inventory	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Alabama High School Graduation Exam, Third Edition	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Alabama Reading Assessment: Grade 1	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Alabama Reading Assessment: Grade 2	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Stanford Achievement Test, 9th edition	☐	☑	☐	☐	☐	☐	☐	☐	☐
AR	Criterion-Referenced Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐
AS	Stanford Achievement Test Ninth Edition	☐	☑	☐	☐	☐	☐	☐	☐	☐
AZ	CRT: Arizona's Instrument to Measure Standards (AIMS)	☐	☑	☐	☐	☐	☐	☐	☐	☐
	NRT: Stanford Achievement Test, Ninth Edition	☐	☑	☐	☐	☐	☐	☐	☐	☐
CA	Assessments in Career Education	☐	☑	☐	☐	☐	☐	☐	☐	☐
	CHSPE	☐	☑	☐	☐	☐	☐	☐	☐	☐
	GED	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Golden State Exams	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Physical Fitness Test	☑	☐	☐	☐	☐	☐	☐	☐	☑ Local Decision
	Standardized Testing and Reporting Program (STAR)	☑	☐	☐	☑	☐	☐	☐	☐	☐
CO	Reading, Writing, Mathematics, and Science	☐	☑	☐	☐	☐	☐	☐	☐	☐
CT	Connecticut Academic Performance Test (CAPT)	☑	☐	☐	☐	☐	☐	☐	☐	☑ Professional development
	Connecticut Mastery Test (CMT)	☑	☐	☐	☐	☐	☐	☐	☐	☑ Professional Development

Question 3.2.4 Were assessment results from this component used for staff accountability purposes (affecting individual staff)?

State	Component	Yes	No	Staff non-monetary awards/recognition (e.g. certificates)	Staff monetary awards (e.g., one-time bonuses)	Staff salary increases (e.g., merit pay)	Staff monetary penalties	Staff evaluation or certification	Staff dismissal	Other (Please specify)
DC	Stanford Achievement Tests- Ninth Edition	☑	☐	☐	☐	☐	☐	☐	☐	☑ Considered in reviewing academic growth of students in a specific classroom.
DE	Delaware Student Testing Program - Mathematics NRT	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Reading NRT	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Science 8 & 11	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Social Studies 8 & 11	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Mathematics	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Reading	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Writing	☐	☑	☐	☐	☐	☐	☐	☐	☐
DoDEA	CTB TerraNova Multiple Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐
FL	No Response to 1999-2000 Survey	☐	☐	☐	☐	☐	☐	☐	☐	☐
GA	Criterion-Referenced Competency Tests (CRCT)	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Georgia High School Graduation Tests (GHSGT)	☑	☐	☐	☐	☐	☐	☑	☐	☐
	Georgia Kindergarten Assessment Program-Revised (GKAP-R)	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Iowa Tests of Basic Skills	☑	☐	☐	☑	☐	☐	☐	☐	☐
	Writing Test	☑	☐	☐	☐	☐	☐	☑	☐	☐
GU	SAT9 Norm-Referenced Test	☐	☑	☐	☐	☐	☐	☐	☐	☐
HI	Stanford Achievement Test 9th Ed. Abbreviated	☐	☑	☐	☐	☐	☐	☐	☐	☐
IA	Standardized Testing ITBS and ITED	☐	☑	☐	☐	☐	☐	☐	☐	☐
ID	Math Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Test	☐	☑	☐	☐	☐	☐	☐	☐	☐

Question 3.2.4 Were assessment results from this component used for staff accountability purposes (affecting individual staff)?

State	Component	Yes	No	Staff non-monetary awards/recognition (e.g. certificates)	Staff monetary awards (e.g., one-time bonuses)	Staff salary increases (e.g., merit pay)	Staff monetary penalties	Staff evaluation or certification	Staff dismissal	Other (Please specify)
ID	Writing Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	☑	☐	☑	☑	☑	☐	☑	☑	☐
IN	Statewide Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐
KS	Kansas Assessment Program	☐	☑	☐	☐	☐	☐	☐	☐	☐
KY	Alternate Portfolio	☐	☑	☐	☐	☐	☐	☐	☐	☐
	KCCT On-Demand	☐	☑	☐	☐	☐	☐	☐	☐	☐
	National Norm-Referenced Test	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Writing Portfolio Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐
LA	Graduation Exit Examination (GEE)	☐	☑	☐	☐	☐	☐	☐	☐	☐
	LEAP 21 Grades 4, 8	☐	☑	☐	☐	☐	☐	☐	☐	☐
	The Iowa Tests, Complete Battery	☐	☑	☐	☐	☐	☐	☐	☐	☐
MA	Massachusetts Comprehensive Assessment System (MCAS)	☐	☑	☐	☐	☐	☐	☐	☐	☐
MD	High School Assessments	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Maryland Functional Tests	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Maryland School Performance Assessment Program (MSPAP)	☐	☑	☐	☐	☐	☐	☐	☐	☐
ME	Maine Educational Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐
MI	Grade 4 and 7 Reading and Mathematics	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Grade 5 and 8 Science, Social Studies, and Writing	☐	☑	☐	☐	☐	☐	☐	☐	☐
	MEAP High School Test	☐	☑	☐	☐	☐	☐	☐	☐	☐
MN	Basic Standards Tests	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Minnesota Comprehensive Assessments	☐	☑	☐	☐	☐	☐	☐	☐	☐
MO	MAP	☐	☑	☐	☐	☐	☐	☐	☐	☐

Question 3.2.4 Were assessment results from this component used for staff accountability purposes (affecting individual staff)?

State	Component	Yes	No	Staff non-monetary awards/recognition (e.g., certificates)	Staff monetary awards (e.g., one-time bonuses)	Staff salary increases (e.g., merit pay)	Staff monetary penalties	Staff evaluation or certification	Staff dismissal	Other (Please specify)
MP	Stanford Achievement Test, Ninth Edition	☐	☑	☐	☐	☐	☐	☐	☐	☐
MS	Career Planning and Assessment System	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Functional Literacy Examination	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐
MT	Student Assessment Requirement	☐	☑	☐	☐	☐	☐	☐	☐	☑ Possible at local level.
NC	NC Annual Testing Program	☑	☐	☐	☐	☐	☐	☐	☑	☐
	NC Testing Program - Competency Testing	☑	☐	☑	☑	☐	☐	☐	☐	☐
	NC Tests of Computer Skills	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing Program	☐	☑	☐	☐	☐	☐	☐	☐	☐
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☐	☑	☐	☐	☐	☐	☐	☐	☐
NE	No State Assessments 1999-2000	☐	☑	☐	☐	☐	☐	☐	☐	☐
NH	NH Educational Improvement and Assessment Program	☐	☑	☐	☐	☐	☐	☐	☐	☐
NJ	Elementary School Proficiency Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Grade 11 High School Proficiency Test	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Grade Eight Proficiency Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐
NM	NM Achievement Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐
	NM High School Competency Exam	☐	☑	☐	☐	☐	☐	☐	☐	☐
	NM Writing Assessment Program	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Reading Assessments for Grades 1 and 2	☐	☑	☐	☐	☐	☐	☐	☐	☐
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	☐	☑	☐	☐	☐	☐	☐	☐	☐
	High School Proficiency Examination	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing at Grades 4, 8, and 10	☐	☑	☐	☐	☐	☐	☐	☐	☐

Question 3.2.4 Were assessment results from this component used for staff accountability purposes (affecting individual staff)?

State	Component	Yes	No	Staff non-monetary awards/recognition (e.g. certificates)	Staff monetary awards (e.g., one-time bonuses)	Staff salary increases (e.g., merit pay)	Staff monetary penalties	Staff evaluation or certification	Staff dismissal	Other (Please specify)
NY	New York State Testing Program	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Occupational Education Proficiency Examinations	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Program Evaluation Tests (PET)	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Regents Competency Tests	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Regents Examination Program	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Second Language Proficiency Exams	☐	☑	☐	☐	☐	☐	☐	☐	☐
OH	12th-Grade Proficiency Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐
	4th-Grade Proficiency Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐
	6th-Grade Proficiency Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐
	9th-Grade Proficiency Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐
OK	Oklahoma Core Curriculum Tests - Multiple Choice	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Oklahoma Core Curriculum Tests - Writing	☐	☑	☐	☐	☐	☐	☐	☐	☐
OR	Reading, Writing, Science, and Mathematics Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐
PA	Reading, Mathematics	☐	☑	☐	☐	☐	☐	☐	☐	☐
PR	Pruebas Puertorriqueñas de Competencias Escolares	☐	☑	☐	☐	☐	☐	☐	☐	☐
RI	English Lang. Arts & Math Performance Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Health Education Performance Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Writing Performance Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐
SC	Criterion-Referenced Tests - BSAP - High School Exit Examination	☐	☑	☐	☐	☐	☐	☐	☐	☐

Question 3.2.4 Were assessment results from this component used for staff accountability purposes (affecting individual staff)?

State	Component	Yes	No	Staff non-monetary awards/recognition (e.g. certificates)	Staff monetary awards (e.g., one-time bonuses)	Staff salary increases (e.g., merit pay)	Staff monetary penalties	Staff evaluation or certification	Staff dismissal	Other (Please specify)
SC	Criterion-Referenced Tests - PACT grades 3 - 8	☐	☑	☐	☐	☐	☐	☐	☐	☑ There were no staff accountability measures from the state. We do not have information about these sorts of activities in the school or district.
	Criterion-Referenced Tests - Readiness Test	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing - TerraNova sample testing	☐	☑	☐	☐	☐	☐	☐	☐	☐
SD	Stanford Achievement Test, Ninth Edition	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Stanford Writing Assessment Program, Third Edition	☐	☑	☐	☐	☐	☐	☐	☐	☐
TN	Achievement Test (3-8)	☑	☐	☐	☐	☐	☐	☑	☐	☐
	Competency Test	☐	☑	☐	☐	☐	☐	☐	☐	☐
	High School End of Course	☑	☐	☐	☐	☐	☐	☑	☐	☐
	TCAP Writing Assessment (4, 7, 11)	☐	☑	☐	☐	☐	☐	☐	☐	☐
TX	Reading Proficiency Tests in English (RPTE)	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☐	☑	☐	☐	☐	☐	☐	☐	☐
UT	Core Curriculum Testing (Perf. Assessment)	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Utah Core Assessment CRT Program	☐	☑	☐	☐	☐	☐	☐	☐	☐
VA	Standards of Learning (SOL) Assessment Program	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Virginia Literacy Testing Program	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Virginia State Assessment NRT Program	☐	☑	☐	☐	☐	☐	☐	☐	☐
VI	Terra Nova Assessments Series	☑	☐	☑	☐	☐	☐	☐	☐	☐
VT	Standard's Referenced Exams (NSRE)	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Vermont Developmental Reading Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐

Question 3.2.4 Were assessment results from this component used for staff accountability purposes (affecting individual staff)?

State	Component	Yes	No	Staff non-monetary awards/recognition (e.g. certificates)	Staff monetary awards (e.g., one-time bonuses)	Staff salary increases (e.g. merit pay)	Staff monetary penalties	Staff evaluation or certification	Staff dismissal	Other (Please specify)
WA	Norm-Referenced Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Second Grade Reading	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Washington Assessment of Student Learning	☐	☑	☐	☐	☐	☐	☐	☐	☐
WI	Reading Comprehension	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☐	☑	☐	☐	☐	☐	☐	☐	☐
WV	ACT Explore	☐	☑	☐	☐	☐	☐	☐	☐	☐
	ACT Work Keys	☐	☑	☐	☐	☐	☐	☐	☐	☐
	National Assessment of Educational Progress	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Norm-referenced Test	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Writing Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐
WY	Carl Perkins Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Wyoming Comprehensive Assessment System	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Totals by State	6	47	2	4	1	0	3	2	4
	Totals by Jurisdiction	2	5	1	0	0	0	0	0	1
	Total	8	52	3	4	1	0	3	2	5

Question 3.3.1 The relationship of this assessment to state content standards is best described as:

State	Component	No relationship to content standards	Addresses all content standards	Addresses a subset of content standards	Based on a separate set of standards that has been developed for this component	Other (Specify)
AK	California Achievement Test, fifth edition	☐	☐	☑	☐	☐
	Norm-Referenced Testing	☐	☐	☐	☐	☐
AL	Alabama Direct Assessment of Writing	☐	☐	☑	☐	☐
	Alabama Early Learning Inventory	☐	☐	☑	☐	☐
	Alabama High School Graduation Exam, Third Edition	☐	☐	☑	☐	☐
	Alabama Reading Assessment: Grade 1	☐	☐	☑	☐	☐
	Alabama Reading Assessment: Grade 2	☐	☐	☑	☐	☐
	Stanford Achievement Test, 9th edition	☐	☐	☐	☐	☑ Correlates to state standards - varying degrees depending on grade and subject
AR	Criterion-Referenced Testing	☐	☐	☑	☐	☑ Address content standards which can be measured through on-demand testing
	Norm-Referenced Testing	☐	☐	☐	☐	☑ Norm-referenced
AS	Stanford Achievement Test Ninth Edition	☐	☐	☐	☐	☑ Some relationship identified after the fact: NRT came first, then state standards were adopted.
AZ	CRT: Arizona's Instrument to Measure Standards (AIMS)	☐	☑	☐	☐	☐
	NRT: Stanford Achievement Test, Ninth Edition	☐	☐	☐	☐	☑ NRT that does not specifically address the standards adopted by the Arizona State Board of Education.
CA	Assessments in Career Education	☐	☐	☐	☑	☐
	CHSPE	☐	☐	☑	☐	☐
	GED	☐	☐	☐	☐	☐
	Golden State Exams	☐	☑	☐	☐	☐
	Physical Fitness Test	☐	☐	☑	☐	☐
	Standardized Testing and Reporting Program (STAR)	☐	☐	☑	☐	☑ California items developed for specific content standards
CO	Reading, Writing, Mathematics, and Science	☐	☑	☐	☐	☐

Question 3.3.1 The relationship of this assessment to state content standards is best described as:

State	Component	No relationship to content standards	Addresses all content standards	Addresses a subset of content standards	Based on a separate set of standards that has been developed for this component	Other (Specify)
CT	Connecticut Academic Performance Test (CAPT)	☐	☐	☑	☐	☐
	Connecticut Mastery Test (CMT)	☐	☐	☑	☐	☐
DC	Stanford Achievement Tests- Ninth Edition	☐	☐	☑	☐	☑ When pilots are complete, the assessment will address critical components of the content standards.
DE	Delaware Student Testing Program - Mathematics NRT	☐	☐	☑	☐	☐
	Delaware Student Testing Program - Reading NRT	☐	☐	☑	☐	☐
	Delaware Student Testing Program - Science 8 & 11	☐	☑	☐	☐	☐
	Delaware Student Testing Program - Social Studies 8 & 11	☐	☑	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Mathematics	☐	☑	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Reading	☐	☐	☑	☐	☐
	Delaware Student Testing Program - Standards-Based Writing	☐	☐	☑	☐	☐
DoDEA	CTB TerraNova Multiple Assessment	☐	☐	☑	☐	☐
FL	No Response to 1999-2000 Survey	☐	☐	☐	☐	☐
GA	Criterion-Referenced Competency Tests (CRCT)	☐	☑	☐	☐	☐
	Georgia High School Graduation Tests (GHSGT)	☐	☑	☐	☐	☐
	Georgia Kindergarten Assessment Program-Revised (GKAP-R)	☐	☐	☑	☐	☐
	Iowa Tests of Basic Skills	☑	☐	☐	☐	☐
	Writing Test	☐	☐	☑	☐	☐

Question 3.3.1 The relationship of this assessment to state content standards is best described as:

State	Component	No relationship to content standards	Addresses all content standards	Addresses a subset of content standards	Based on a separate set of standards that has been developed for this component	Other (Specify)
GU	SAT9 Norm-Referenced Test	☐	☐	☑	☐	☐
HI	Stanford Achievement Test 9th Ed. Abbreviated	☐	☐	☑	☐	☐
IA	Standardized Testing ITBS and ITED	☐	☐	☑	☐	☐
ID	Math Assessment	☐	☐	☐	☐	☑ Addresses content standards in draft form
	Norm-Referenced Test	☐	☐	☐	☐	☑ Content standards not final for grades K-8 but approved for 9-12.
	Writing Assessment	☐	☐	☑	☐	☐
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	☐	☐	☑	☐	☐
IN	Statewide Assessment	☐	☐	☑	☐	☐
KS	Kansas Assessment Program	☐	☐	☑	☐	☐
KY	Alternate Portfolio	☐	☐	☑	☐	☐
	KCCT On-Demand	☐	☐	☑	☐	☐
	National Norm-Referenced Test	☐	☐	☑	☐	☐
	Writing Portfolio Assessment	☐	☐	☑	☐	☐
LA	Graduation Exit Examination (GEE)	☐	☐	☑	☐	☐
	LEAP 21 Grades 4, 8	☐	☑	☐	☐	☐
	The Iowa Tests, Complete Battery	☐	☑	☐	☐	☑ Riverside correlated the skills tested on Iowa with the Louisiana Content Standards.
MA	Massachusetts Comprehensive Assessment System (MCAS)	☐	☐	☑	☐	☐
MD	High School Assessments	☐	☐	☑	☐	☐
	Maryland Functional Tests	☐	☐	☐	☑	☐
	Maryland School Performance Assessment Program (MSPAP)	☐	☐	☑	☑	☐
ME	Maine Educational Assessment	☐	☑	☐	☐	☐

Question 3.3.1 The relationship of this assessment to state content standards is best described as:

State	Component	No relationship to content standards	Addresses all content standards	Addresses a subset of content standards	Based on a separate set of standards that has been developed for this component	Other (Specify)
MI	Grade 4 and 7 Reading and Mathematics	☐	☐	☑	☐	☐
	Grade 5 and 8 Science, Social Studies, and Writing	☐	☐	☑	☐	☐
	MEAP High School Test	☐	☐	☑	☐	☐
MN	Basic Standards Tests	☐	☐	☐	☑	☐
	Minnesota Comprehensive Assessments	☐	☐	☑	☐	☐
MO	MAP	☐	☐	☑	☐	☐
MP	Stanford Achievement Test, Ninth Edition	☐	☐	☑	☐	☐
MS	Career Planning and Assessment System	☐	☐	☑	☐	☐
	Functional Literacy Examination	☐	☐	☐	☐	☑ Based on Mississippi 1985 "Basic Literacy" standards.
	Norm-Referenced Testing	☐	☐	☐	☐	☑ Addresses most content standards
MT	Student Assessment Requirement	☐	☐	☐	☐	☑ Since state content standards have recently been revised and adopted by the state board of education, these standards are in the process of being aligned to component.
NC	NC Annual Testing Program	☐	☑	☐	☐	☐
	NC Testing Program - Competency Testing	☐	☐	☑	☐	☐
	NC Tests of Computer Skills	☐	☐	☑	☐	☐
	Norm-Referenced Testing Program	☐	☐	☐	☐	☑ Minimal Alignment to Content Standards
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☐	☐	☑	☐	☑ A match was done with the CTBS/4 and the North Dakota English Language Arts Standards and Benchmarks as well as the North Dakota Mathematics Curriculum Frameworks by North Dakota teachers. Every item on the CTBS/4 addressed one or more of the standards and benchmark. As a result, we can say that the CTBS/4 is assessing what is in North Dakota's standards and benchmarks. However, not all of the standards and benchmarks are addressed by the CTBS/4. A match that was done with the new TerraNova and North Dakota's standards and benchmarks is very similar. We would like to obtain funding so that customized reports could be made for each standard and benchmark where an adequate assessment is done by the TerraNova.

Question 3.3.1 The relationship of this assessment to state content standards is best described as:

State	Component	No relationship to content standards	Addresses all content standards	Addresses a subset of content standards	Based on a separate set of standards that has been developed for this component	Other (Specify)
NE	No State Assessments 1999-2000	☐	☐	☐	☐	☑ Reading, speaking, listening, and writing standards are all measured by the assessment systems being developed in the local districts.
NH	NH Educational Improvement and Assessment Program	☐	☑	☐	☐	☐
NJ	Elementary School Proficiency Assessment	☐	☐	☐	☐	☑ Current assessment is based on test specifications developed in 1996-97-based on the newly-adopted core curriculum content standards appended in May 1996.
	Grade 11 High School Proficiency Test	☐	☐	☐	☐	☑ Current assessment (HSPT) is based on test specifications developed in 1989 -- there is overlap with the newly-adopted Core Curriculum Content Standards appended in May 1996.
	Grade Eight Proficiency Assessment	☐	☐	☐	☐	☑ Current assessment is based on test specifications developed in 1998-based on the newly-adopted core curriculum content standards appended in May 1996.
NM	NM Achievement Assessment	☐	☐	☐	☐	☑ Addresses most state content standards and benchmarks
	NM High School Competency Exam	☐	☐	☐	☐	☑ Addresses most content standards and benchmarks
	NM Writing Assessment Program	☐	☐	☑	☐	☐
	Reading Assessments for Grades 1 and 2	☐	☐	☐	☐	☑ Local option
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	☐	☐	☐	☐	☑ Addresses all writing standards which are part of English/Language Arts.
	High School Proficiency Examination	☐	☐	☑	☐	☑ Multiple-choice format in mathematics and reading limits these components to those standards which can be addressed in this format.
	Norm-Referenced Testing at Grades 4, 8, and 10	☐	☐	☑	☐	☑ State and publisher content standards overlap but are not identical.
NY	New York State Testing Program	☐	☑	☐	☐	☐
	Occupational Education Proficiency Examinations	☐	☐	☑	☐	☐
	Program Evaluation Tests (PET)	☐	☐	☑	☐	☐
	Regents Competency Tests	☐	☐	☑	☐	☐

Question 3.3.1 The relationship of this assessment to state content standards is best described as:

State	Component	No relationship to content standards	Addresses all content standards	Addresses a subset of content standards	Based on a separate set of standards that has been developed for this component	Other (Specify)
NY	Regents Examination Program	☐	☐	☑	☐	☐
	Second Language Proficiency Exams	☐	☐	☑	☐	☐
OH	12th-Grade Proficiency Testing	☐	☐	☑	☐	☐
	4th-Grade Proficiency Testing	☐	☐	☑	☐	☐
	6th-Grade Proficiency Testing	☐	☐	☑	☐	☐
	9th-Grade Proficiency Testing	☐	☐	☑	☐	☐
OK	Oklahoma Core Curriculum Tests - Multiple Choice	☐	☑	☐	☐	☐
	Oklahoma Core Curriculum Tests - Writing	☐	☑	☐	☐	☐
OR	Reading, Writing, Science, and Mathematics Assessment	☐	☑	☐	☐	☐
PA	Reading, Mathematics	☐	☑	☐	☐	☐
PR	Pruebas Puertorriqueñas de Competencias Escolares	☐	☑	☐	☐	☐
RI	English Lang. Arts & Math Performance Assessment	☐	☐	☑	☐	☐
	Health Education Performance Assessment	☐	☐	☑	☐	☐
	Writing Performance Assessment	☐	☐	☑	☐	☐
SC	Criterion-Referenced Tests - BSAP - High School Exit Examination	☐	☐	☑	☐	☐
	Criterion-Referenced Tests - PACT grades 3 - 8	☐	☐	☑	☐	☐
	Criterion-Referenced Tests - Readiness Test	☐	☐	☑	☐	☐
	Norm-Referenced Testing - TerraNova sample testing	☐	☐	☑	☐	☐

Question 3.3.1 The relationship of this assessment to state content standards is best described as:

State	Component	No relationship to content standards	Addresses all content standards	Addresses a subset of content standards	Based on a separate set of standards that has been developed for this component	Other (Specify)
SD	Stanford Achievement Test, Ninth Edition	☐	☐	☑	☐	☐
	Stanford Writing Assessment Program, Third Edition	☐	☐	☑	☐	☐
TN	Achievement Test (3-8)	☐	☑	☐	☐	☐
	Competency Test	☐	☐	☑	☐	☐
	High School End of Course	☐	☐	☑	☐	☐
	TCAP Writing Assessment (4, 7, 11)	☐	☐	☑	☐	☐
TX	Reading Proficiency Tests in English (RPTE)	☐	☐	☑	☐	☐
	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☐	☐	☑	☐	☐
UT	Core Curriculum Testing (Perf. Assessment)	☐	☐	☑	☐	☐
	Norm-Referenced Testing	☐	☑	☐	☐	☐
	Utah Core Assessment CRT Program	☐	☐	☑	☐	☐
VA	Standards of Learning (SOL) Assessment Program	☐	☐	☑	☐	☐
	Virginia Literacy Testing Program	☐	☐	☐	☑	☑ Based on previous set of standards superseded by the current standards
	Virginia State Assessment NRT Program	☐	☐	☑	☐	☐
VI	Terra Nova Assessments Series	☐	☐	☑	☐	☐
VT	Standard's Referenced Exams (NSRE)	☐	☐	☑	☐	☐
	Vermont Developmental Reading Assessment	☐	☐	☑	☐	☐
WA	Norm-Referenced Testing	☐	☐	☑	☐	☐
	Second Grade Reading	☐	☐	☑	☐	☐

Question 3.3.1 The relationship of this assessment to state content standards is best described as:

State	Component	No relationship to content standards	Addresses all content standards	Addresses a subset of content standards	Based on a separate set of standards that has been developed for this component	Other (Specify)
WA	Washington Assessment of Student Learning	☐	☐	☑	☐	☐
WI	Reading Comprehension	☐	☐	☑	☐	☐
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☐	☐	☑	☐	☐
WV	ACT Explore	☑	☐	☐	☐	☐
	ACT Work Keys	☐	☐	☑	☐	☐
	National Assessment of Educational Progress	☐	☐	☐	☐	☑ Based on a separate set on national standards
	Norm-referenced Test	☐	☐	☑	☐	☐
	Writing Assessment	☐	☐	☑	☐	☐
WY	Carl Perkins Assessment	☐	☐	☐	☐	☑ Vocational program standards include applications of content standards.
	Wyoming Comprehensive Assessment System	☐	☐	☑	☐	☐
	Totals by State	**2**	**15**	**39**	**4**	**17**
	Totals by Jurisdiction	**0**	**1**	**5**	**0**	**2**
	Total	**2**	**16**	**44**	**4**	**19**

Question 3.3.2 Have student or school performance standards been set for this component? If yes, what procedures did your state use to set performance standards for this component?

State	Component		Yes	No	Response
AK	California Achievement Test, fifth edition	**Student**	☑	☐	Committee process.
		School	☐	☑	
	Norm-Referenced Testing	**Student**	☑	☐	Review by test publisher. A separate standards-setting (Angoff Process) with Alaskans in March 1997.
		School	☑	☐	
AL	Alabama Direct Assessment of Writing	**Student**	☑	☐	Established holistic scoring rubrics
		School	☑	☐	
	Alabama Early Learning Inventory	**Student**	☐	☑	
		School	☐	☑	
	Alabama High School Graduation Exam, Third Edition	**Student**	☑	☐	May 2000 Standard Setting Committee of teachers using BOOKMARK procedure
		School	☐	☑	
	Alabama Reading Assessment: Grade 1	**Student**	☐	☑	
		School	☐	☑	
	Alabama Reading Assessment: Grade 2	**Student**	☑	☐	
		School	☐	☑	
	Stanford Achievement Test, 9th edition	**Student**	☑	☐	A majority of students must be scoring at or above the 5th stanine or making adequate yearly progress toward that goal.
		School	☑	☐	
AR	Criterion-Referenced Testing	**Student**	☑	☐	Committee of teachers participated in creation of definitions of performance standards and in setting the actual performance levels
		School	☐	☐	
	Norm-Referenced Testing	**Student**	☐	☐	Academic Distress: any school district, for a three-year period, having 40% or more of the students performing at or below the 25th percentile on the basic battery
		School	☑	☐	
AS	Stanford Achievement Test Ninth Edition	**Student**	☐	☑	
		School	☐	☑	
AZ	CRT: Arizona's Instrument to Measure Standards (AIMS)	**Student**	☑	☐	The Bookmark Standard Setting Procedure (Lewis, Mitzel, Green, Patz; CTB/McGraw-Hill)
		School	☐	☑	
	NRT: Stanford Achievement Test, Ninth Edition	**Student**	☐	☑	Modified Angoff, relating to a subset of items correlated with the State Standards
		School	☐	☑	
CA	Assessments in Career Education	**Student**	☐	☑	
		School	☐	☑	
	CHSPE	**Student**	☐	☑	
		School	☐	☑	
	GED	**Student**	☐	☑	N/A
		School	☐	☑	
	Golden State Exams	**Student**	☑	☐	Panel of content specialists and technical advisors.
		School	☐	☑	
	Physical Fitness Test	**Student**	☑	☐	Test publisher-developed research based levels of performance indicating adequate fitness.
		School	☐	☑	
	Standardized Testing and Reporting Program (STAR)	**Student**	☐	☑	For schools, scores are part of Academic Performance Index–points are assigned based on percentage of students scoring in each decile of national distribution. Maximum number of points is 1000 with state target of 800. Schools are to meet API targets
		School	☑	☐	

Question 3.3.2 Have student or school performance standards been set for this component? If yes, what procedures did your state use to set performance standards for this component?

State	Component		Yes	No	Response
CO	Reading, Writing, Mathematics, and Science	**Student**	☑	☐	CTB-McGraw/Hill Bookmarking procedure
		School	☐	☑	
CT	Connecticut Academic Performance Test (CAPT)	**Student**	☑	☐	A modified Angoff, student paper review, rubric review
		School	☑	☐	
	Connecticut Mastery Test (CMT)	**Student**	☑	☐	Modified Angoff, student materials review, student paper review
		School	☑	☐	
DC	Stanford Achievement Tests-Ninth Edition	**Student**	☑	☐	1. State established the performance standards based on the District content standards and the performance standards established by the publisher; 2. The test measures substantial components of the Standards of Testing and Learning.
		School	☑	☐	
DE	Delaware Student Testing Program - Mathematics NRT	**Student**	☐	☑	
		School	☐	☐	
	Delaware Student Testing Program - Reading NRT	**Student**	☐	☑	
		School	☐	☑	
	Delaware Student Testing Program - Science 8 & 11	**Student**	☐	☑	
		School	☐	☑	
	Delaware Student Testing Program - Social Studies 8 & 11	**Student**	☐	☑	Performance standards for social studies, grades 8 & 11, will be set in August 2001, using two years of assessment results (2000 & 2001).
		School	☐	☑	
	Delaware Student Testing Program - Standards-Based Mathematics	**Student**	☑	☐	Item Mapping
		School	☑	☐	
	Delaware Student Testing Program - Standards-Based Reading	**Student**	☑	☐	See record 3 -DSTP Standards-Based Mathematics
		School	☑	☐	
	Delaware Student Testing Program - Standards-Based Writing	**Student**	☑	☐	See record 3 -DSTP Standards-Based Mathematics
		School	☑	☐	
DoDEA	CTB TerraNova Multiple Assessment	**Student**	☐	☑	
		School	☐	☑	
FL	No Response to 1999-2000 Survey	**Student**	☐	☐	
		School	☐	☐	
GA	Criterion-Referenced Competency Tests (CRCT)	**Student**	☑	☐	Modified Angoff
		School	☐	☑	
	Georgia High School Graduation Tests (GHSGT)	**Student**	☑	☐	Georgia teachers participated in a modified Angoff procedure
		School	☐	☑	
	Georgia Kindergarten Assessment Program-Revised (GKAP-R)	**Student**	☑	☐	
		School	☑	☐	
	Iowa Tests of Basic Skills	**Student**	☐	☑	
		School	☐	☑	
	Writing Test	**Student**	☑	☐	Panels of teachers, administrators, GDOE staff and contractors met to set standards
		School	☑	☐	
GU	SAT9 Norm-Referenced Test	**Student**	☐	☑	
		School	☐	☑	

Question 3.3.2 Have student or school performance standards been set for this component? If yes, what procedures did your state use to set performance standards for this component?

State	Component		Yes	No	Response
HI	Stanford Achievement Test 9th Ed. Abbreviated	**Student**	☐	☑	
		School	☐	☑	
IA	Standardized Testing ITBS and ITED	**Student**	☑	☐	Completed by Iowa Testing Program at the request of the state. Performance levels equal achievement levels.
		School	☐	☑	
ID	Math Assessment	**Student**	☑	☐	Development of rubric for math assessment by state math teachers along with development of test items.
		School	☐	☑	
	Norm-Referenced Test	**Student**	☐	☑	
		School	☐	☑	
	Writing Assessment	**Student**	☑	☐	Scoring rubric for each grade level assessment
		School	☐	☐	
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	**Student**	☑	☐	Modified Angoff-Descriptive definition of performance by subject area.
		School	☑	☐	
IN	Statewide Assessment	**Student**	☑	☐	Bookmarking procedure
		School	☐	☐	
KS	Kansas Assessment Program	**Student**	☑	☐	Input from teachers and administrators. Performance distribution estimators.
		School	☑	☐	
KY	Alternate Portfolio	**Student**	☑	☐	Standards have been set by committee of educators reviewing student work and have been re-validated by a larger set of educators and others
		School	☑	☐	
	KCCT On-Demand	**Student**	☑	☐	Standards have been set by committees of educators reviewing student work and have been re-validated by a larger set of educators and others.
		School	☑	☐	
	National Norm-Referenced Test	**Student**	☐	☑	
		School	☐	☑	
	Writing Portfolio Assessment	**Student**	☑	☐	Standards have been set by committee of educators reviewing student work and have been re-validated by a larger set of educators and others.
		School	☑	☐	
LA	Graduation Exit Examination (GEE)	**Student**	☑	☐	The weighted contrasting groups method was used to set the performance standards.
		School	☐	☐	
	LEAP 21 Grades 4, 8	**Student**	☑	☐	The state used a modified bookmark procedure to set the standards. Teachers and other educators were enlisted to be the judges, but were presented with NAEP comparison data to use when making their decisions.
		School	☑	☐	
	The Iowa Tests, Complete Battery	**Student**	☐	☑	
		School	☐	☑	
MA	Massachusetts Comprehensive Assessment System (MCAS)	**Student**	☑	☐	Performance Standard Setting Panels used a standard-setting method referred to as the Student-Based Constructed Response (SBCR) Method, in which judges/panelists examine complete student response sets (student responses to multiple-choice questions and samples of actual student work on constructed-response questions) and match each student response set to one of the performance level categories. These performance level categories were based on definitions developed with the assistance of MCAS Assessment Development Committees.
		School	☐	☑	
MD	High School Assessments	**Student**	☐	☑	
		School	☐	☑	

Question 3.3.2 Have student or school performance standards been set for this component? If yes, what procedures did your state use to set performance standards for this component?

State	Component		Yes	No	Response
MD	Maryland Functional Tests	**Student**	☑	☐	A state level Standards Committee researched available information on standard setting, identified criteria for standards, and defined the terms satisfactory and excellent. (See explanation in MSPAP standard setting section for complete details.) A Standards Committee recommended a range for the standards to be set; a second committee, the Standards Council, recommended the exact standards to be set. The Maryland State Board of Education reviewed, slightly revised, and then approved the standards.
		School	☑	☐	
	Maryland School Performance Assessment Program (MSPAP)	**Student**	☑	☐	A cornerstone of Maryland's reform effort is the process of setting standards against which schools are measured. Standards establish satisfactory and excellent performance levels for schools to meet in the areas of attendance, dropout rates, and assessed student knowledge on the MSPAP and the Maryland Functional Tests. Development of standards for MSPAP followed the same procedures used to establish the rigorous but attainable standards for the other data areas reported in the annual Maryland School Performance Report. A state level Standards Committee researched available information on standard setting, identified criteria for standards, and defined the terms satisfactory and excellent. Satisfactory performance denotes a level of performance that is realistic and rigorous for schools, school systems, and the state. It is an acceptable level of performance on a given variable, indicating proficiency in meeting the needs of students. Excellent performance denotes a level of performance that is highly challenging and clearly exemplary for schools, school systems, and the state. It is a distinguished level of performance on a given variable, indicating outstanding accomplishment in meeting the needs of students. Two groups participated in the standards setting process: 1. A 20 member Standards Committee that included teachers, school administrators, content area and assessment specialists, parents, students, university professors, and 2. A 17 member Standards Council that included representatives of local school systems, local boards of education, the state teacher's union, business interests, students, and the Maryland General Assembly. After reflecting on the ideal level of each data area, considering influencing factors, and reviewing empirical data, the Standards Committee recommended MSPAP Proficiency Level 3 to describe satisfactory performance; Proficiency Level 2 to describe excellent performance; and the percentage range of students who should score at these levels (i.e., 60% to 80% at the satisfactory level). The independent Standards Council concurred with the definitions of satisfactory and excellent and developed MSPAP standard levels from the recommended percentage ranges. The Standards Council recommended that 70% of the students must perform at Proficiency level 3 and above for a school to meet the satisfactory standard in a particular content area/grade level. For a school to meet the excellent standard, it must meet the satisfactory standard and 25% of students must perform at Proficiency level 2 and above. After public hearings, the Maryland State Board of Education formally adopted the MSPAP standards in December 1993. Score reports produced for the state, for each school system, and for each school contain numbers and percentages of students at each proficiency level and at satisfactory and excellent standards. School staff use these reports and the proficiency level descriptions to evaluate their school's performance in relation to the Maryland Learning Outcomes and to assess their progress toward meeting the standards.
		School	☑	☐	

Question 3.3.2 Have student or school performance standards been set for this component? If yes, what procedures did your state use to set performance standards for this component?

State	Component		Yes	No	Response
ME	Maine Educational Assessment	Student	☑	☐	Body of Work method - involved panels of educators and citizens making judgments on the quality of student response to MEA items. Contrasting Groups method - involved teachers comparing quality of student work to performance level definitions. Same definitions were used in both methods.
		School	☐	☑	
MI	Grade 4 and 7 Reading and Mathematics	Student	☑	☐	Student–Modified Angoff Method. School–Advisory Committee comprised of local educators.
		School	☑	☐	
	Grade 5 and 8 Science, Social Studies, and Writing	Student	☑	☐	Modified Angoff, Contrasting Groups
		School	☑	☐	
	MEAP High School Test	Student	☑	☐	Student: item mapping. School: advisory committee comprised of MI educators.
		School	☑	☐	
MN	Basic Standards Tests	Student	☑	☐	Modified Angoff
		School	☐	☑	
	Minnesota Comprehensive Assessments	Student	☐	☑	Modified Angoff process used to determine four proficiency levels for each subject.
		School	☑	☐	
MO	MAP	Student	☑	☐	Student achievement levels are set by "bookmark" method. School performance standards are State Board of Education Policy.
		School	☑	☐	
MP	Stanford Achievement Test, Ninth Edition	Student	☐	☑	
		School	☐	☑	
MS	Career Planning and Assessment System	Student	☐	☑	
		School	☐	☑	
	Functional Literacy Examination	Student	☑	☐	
		School	☐	☑	
	Norm-Referenced Testing	Student	☐	☑	
		School	☐	☑	
MT	Student Assessment Requirement	Student	☐	☑	
		School	☑	☐	
NC	NC Annual Testing Program	Student	☑	☐	Teacher judgments and previous student performance together to determine cut-off values-contrasting groups method.
		School	☑	☐	
	NC Testing Program - Competency Testing	Student	☑	☐	Pass/fail score (Achievement Level III) determined for each subject tested (Reading and Math)- Contrasting Groups Method using achievement levels. Pass/Fail score determined also for the multiple choice and performance tests for computer skills.
		School	☑	☐	
	NC Tests of Computer Skills	Student	☑	☐	
		School	☐	☑	
	Norm-Referenced Testing Program	Student	☐	☑	
		School	☐	☑	
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	Student	☐	☐	Currently, we are using the same standards that were developed for the previous assessment for Title I, IASA purposes.
		School	☑	☐	
NE	No State Assessments 1999-2000	Student	☑	☐	Districts establish their own performance standards locally in order to design assessments which will measure the state content standards.
		School	☑	☐	

Question 3.3.2 Have student or school performance standards been set for this component? If yes, what procedures did your state use to set performance standards for this component?

State	Component		Yes	No	Response
NH	NH Educational Improvement and Assessment Program	Student	☑	☐	Modified student based constructed response method.
		School	☐	☑	
NJ	Elementary School Proficiency Assessment	Student	☑	☐	Standard setting by committee of educators in state for first year of assessment.
		School	☑	☐	
	Grade 11 High School Proficiency Test	Student	☑	☐	For students: Committees of state educators set standards during the first year of the operational test with guidance of state department of education personnel. The standards are approved for use by the State Board of Education. For schools: State regulations governing district certification and monitoring require a certain proportion of students in each school within the district to pass state test standards. This is one of many elements by which districts are certified by the state. Failure to meet these standards could lead to closer state monitoring and eventual state takeover. In the past, takeovers have involved failure of many monitoring elements, not just the testing element.
		School	☑	☐	
	Grade Eight Proficiency Assessment	Student	☑	☐	Standard setting by committee of educators in state for first year of assessment.
		School	☑	☐	
NM	NM Achievement Assessment	Student	☑	☐	Standard setting during June '98 using bookmark procedures provided by CTB/McGraw-Hill
		School	☑	☐	
	NM High School Competency Exam	Student	☑	☐	Standard setting has recommended cut scores for pass/fail for individual students.
		School	☐	☑	
	NM Writing Assessment Program	Student	☑	☐	Teacher-developed holistic and analytic rubrics for each grade level and mode of discourse/range-finding process.
		School	☐	☑	
	Reading Assessments for Grades 1 and 2	Student	☑	☐	Locally determined as long as students fall into three district categories of reading proficiency for data aggregation.
		School	☑	☐	
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	Student	☑	☐	Scores are given by two different readers for each of two topics, ranging form 1-6 (11th/12th) or from 1-5 (4th & 8th). At grades 11/12, the scores for each topic are totaled and an average derived for the two topics range = 2.0 - 12.0. The lowest total passing score for 11th/12th is 7.0. The 4th and 8th-grade tests measure four traits: ideas, organization, voice, conventions. Each trait is assigned a score between 1 and 5 by each of two readers. The two scores are then averaged for each trait. Students must earn a score >3 out of 5 for each of the 4 traits to be judged adequate overall. Judgments of adequacy are purposefully withheld at grade four.
		School	☐	☑	
	High School Proficiency Examination	Student	☑	☐	Standards setting committee of educators and laymen recommended standards to State Board.
		School	☐	☑	
	Norm-Referenced Testing at Grades 4, 8, and 10	Student	☐	☑	Legislature defined schools where more than 40% of the students scored in the bottom quartile in each of the four subject areas, as needing improvement.
		School	☑	☐	
NY	New York State Testing Program	Student	☑	☐	Standard Setting Committees - As each test becomes operational, we use item mapping to set performance standards.
		School	☑	☐	
	Occupational Education Proficiency Examinations	Student	☑	☐	Criterion referenced
		School	☑	☐	
	Program Evaluation Tests (PET)	Student	☑	☐	Standard setting committee; item mapping to set performance standard for the objective portion of the grade 4 science test.
		School	☐	☑	

Question 3.3.2 Have student or school performance standards been set for this component? If yes, what procedures did your state use to set performance standards for this component?

State	Component		Yes	No	Response
NY	Regents Competency Tests	Student	☑	☐	Criterion standards for students; schools are identified for "School Accountability Program" or for SURR status ("Schools Under Registration Review") based on a percent of student demonstrating competency for graduation four years after first entering grade 9. One option for students with disabilities is passing RCT reading, writing, and mathematics tests.
		School	☑	☐	
	Regents Examination Program	Student	☑	☐	Student - Criterion referenced; school - as newly designed Regents Examinations are phased in , they will assess new, higher learning standards. For new and revised Regents examinations, the standards will be set by standard setting committees.
		School	☑	☐	
	Second Language Proficiency Exams	Student	☑	☐	Criterion referenced
		School	☐	☑	
OH	12th-Grade Proficiency Testing	Student	☑	☐	Committees of educators, following agreed-upon methods, recommended standards which were then reviewed by other committees. Based upon all recommendations and reviews, the State Board of Education established performance standards.
		School	☑	☐	
	4th-Grade Proficiency Testing	Student	☑	☐	Committees of teachers recommended and State Board adopted standards for students. State Board recommended and legislature adopted standards for schools.
		School	☑	☐	
	6th-Grade Proficiency Testing	Student	☑	☐	Committees of teachers recommended and State Board adopted standards for students. State Board recommended and legislature adopted standards for schools
		School	☑	☐	
	9th-Grade Proficiency Testing	Student	☑	☐	Committees of educators, using agreed upon procedures, recommended standards which were reviewed by three other committees. After considering the recommendations of all groups, State Board adopted standards.
		School	☑	☐	
OK	Oklahoma Core Curriculum Tests - Multiple Choice	Student	☑	☐	Objective model standard setting with representative Oklahoma educators, business, and community members.
		School	☑	☐	
	Oklahoma Core Curriculum Tests - Writing	Student	☑	☐	Objective model standard setting with representative Oklahoma educators, business, and community members.
		School	☑	☐	
OR	Reading, Writing, Science, and Mathematics Assessment	Student	☑	☐	Panels of teachers and curriculum specialists developed draft content standards, which were distributed throughout the state for review by a variety of audiences. Revisions were made before adoption by the State Board of Education. Performance standards were based on the draft content standards and iterative panel reviews of student work scored in accordance with the content standards. For multiple-choice assessments, panels used a "bookmarking" technique to identify the scale score that met their expectations for student performance. Assessments that were developed after adoption of the content standards have been approved by content panels charged with ensuring alignment with content standards. During the same time period, the State System of Higher Education developed content standards. During 1997-98, these two sets of content standards merged, (both were refined to allow alignment).
		School	☐	☑	
PA	Reading, Mathematics	Student	☐	☑	
		School	☐	☑	
PR	Pruebas Puertorriqueñas de Competencias Escolares	Student	☑	☐	A group of teachers, supervisors and school directors were invited by the Psychometric Corporation to work in the alignment of standards to the test.
		School	☐	☐	
RI	English Lang. Arts & Math Performance Assessment	Student	☑	☐	Procedures used by the National Center for Education and the Economy (NCEE).
		School	☑	☐	

Question 3.3.2 Have student or school performance standards been set for this component? If yes, what procedures did your state use to set performance standards for this component?

State	Component		Yes	No	Response
RI	Health Education Performance Assessment	Student	☑	☐	Broad based committees of educators, along with business, community and parent representatives reviewed the tests and student work to set the cut points on the assessment instruments for each category.
		School	☑	☐	
	Writing Performance Assessment	Student	☑	☐	Broad based group of educators and business, community and parent representatives recommended the cut points for the assessment.
		School	☑	☐	
SC	Criterion-Referenced Tests - BSAP - High School Exit Examination	Student	☑	☐	Expert committee.
		School	☐	☑	
	Criterion-Referenced Tests - PACT grades 3 - 8	Student	☑	☐	The Bookmark Standard Setting Procedure, an item response theory-based item mapping procedure, was used.
		School	☐	☑	
	Criterion-Referenced Tests - Readiness Test	Student	☑	☐	In Spring of 1979, a sample of students was selected to participate in a field tests. Each student was judged "Ready", "Not Ready", or "Undecided", by his or her own teacher. Then the students took the field-test of the CSAB. The cut-off score was that score for which the readiness test and the teachers classified the students most consistently.
		School	☐	☑	
	Norm-Referenced Testing - TerraNova sample testing	Student	☐	☑	
		School	☐	☑	
SD	Stanford Achievement Test, Ninth Edition	Student	☐	☑	Title I performance standards were set in reading comprehension and math problem solving. Select educators from across the state were used for this process. A modified angoff procedure was used.
		School	☑	☐	
	Stanford Writing Assessment Program, Third Edition	Student	☑	☐	The performance standards were set nationally when the test was standardized
		School	☐	☑	
TN	Achievement Test (3-8)	Student	☐	☑	State Accountability Committee
		School	☑	☐	
	Competency Test	Student	☑	☐	Committee
		School	☑	☐	
	High School End of Course	Student	☐	☑	aggregate of actual student performance shall equal or exceed aggregate of estimated student performance based upon best linear unbiased estimate assuming state average effective instruction
		School	☑	☐	
	TCAP Writing Assessment (4, 7, 11)	Student	☑	☐	Six point scoring rubric and anchor papers (4 for each score point) The standards range from Deficient, Flawed, Limited, Competent, Strong, to Outstanding. The goal is Competent or higher. Performance standards were developed by committee.
		School	☐	☑	
TX	Reading Proficiency Tests in English (RPTE)	Student	☑	☐	The Reading Proficiency Tests in English (RPTE) were designed to assess the English reading proficiency of English language learners identified as limited English proficient (LEP). The tests were constructed with items from each of three levels of proficiency--beginning, intermediate, and advanced. Following the spring 2000 baseline administration, statistical analyses were performed to determine the range of raw scores representing each level. Subsequent reviews by educators and psychometricians concluded that these ranges appropriately identify reading proficiency levels.
		School	☐	☑	

Question 3.3.2 Have student or school performance standards been set for this component? If yes, what procedures did your state use to set performance standards for this component?

State	Component		Yes	No	Response
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	Student	☑	☐	For students, the following procedures are used. 1. Assessment objectives and instructional targets are developed. 2. Measurement specifications that outline eligible test content are developed. 3. Items that are based on the measurement specifications are developed, reviewed, and revised. 4. Items are field tested; then the field-test data is analyzed. 5. Tests are administered and benchmarked. 6. The State Board of Education sets a passing standard. School performance standards are measured by the Academic Excellence Indicator System (AEIS), which is legislatively mandated.
		School	☑	☐	
UT	Core Curriculum Testing (Perf. Assessment)	Student	☑	☐	Scoring rubrics have been developed for each item. However a specific level has not been set by the state. Performance standard at the item/prompt level can be set by schools and districts who use these optional instructional/assessment materials.
		School	☐	☑	
	Norm-Referenced Testing	Student	☐	☑	
		School	☐	☑	
	Utah Core Assessment CRT Program	Student	☑	☐	Committees of Teachers, Community Members, Board Members and District/School Administrators and State Office personnel
		School	☑	☐	
VA	Standards of Learning (SOL) Assessment Program	Student	☑	☐	State Board of Education established passing scores for tests in October 1998. SOL test results will be used as part of graduation requirements and school accreditation.
		School	☑	☐	
	Virginia Literacy Testing Program	Student	☑	☐	Standard setting was conducted in 1989 using a modified-Angoff procedure
		School	☐	☑	
	Virginia State Assessment NRT Program	Student	☐	☑	
		School	☐	☑	
VI	Terra Nova Assessments Series	Student	☑	☐	The assessment provides the standards.
		School	☑	☐	
VT	Standard's Referenced Exams (NSRE)	Student	☑	☐	NSRE–standards set by NCEE
		School	☐	☑	
	Vermont Developmental Reading Assessment	Student	☑	☐	Vermont Developmental Reading Assessment-reading levels equivalent to 5 performance levels. Used the book placements from Marie Clay's work and the Reading Recovery Program work
		School	☐	☑	
WA	Norm-Referenced Testing	Student	☐	☑	
		School	☐	☑	
	Second Grade Reading	Student	☑	☐	Criterion score based on field test data. Cross validation studies being conducted during this year. Validated against independent teacher judgment.
		School	☐	☐	
	Washington Assessment of Student Learning	Student	☑	☐	Bookmark procedure
		School	☐	☐	
WI	Reading Comprehension	Student	☑	☐	The bookmark procedure was used to set performance levels. This standard setting process was conducted by state department staff.
		School	☑	☐	
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	Student	☑	☐	The development contractor (CTB/McGraw-Hill) used the bookmark procedure and Wisconsin educators to set performance levels for 4th, 8th and 10th grade tests.
		School	☑	☐	

Question 3.3.2 Have student or school performance standards been set for this component? If yes, what procedures did your state use to set performance standards for this component?

State	Component		Yes	No	Response
WV	ACT Explore	**Student**	☐	☑	
		School	☐	☑	
	ACT Work Keys	**Student**	☐	☑	
		School	☐	☑	
	National Assessment of Educational Progress	**Student**	☐	☑	NOTE: NAEP is used only for purposes of national comparisons.
		School	☐	☑	
	Norm-referenced Test	**Student**	☐	☑	
		School	☐	☑	
	Writing Assessment	**Student**	☐	☑	
		School	☐	☑	
WY	Carl Perkins Assessment	**Student**	☐	☑	Developed in collaboration with NCRVE based on SCANS report and validated by statewide survey and sample interviews with employers. Correlation studies were conducted with ACT WorkKeys.
		School	☐	☑	
	Wyoming Comprehensive Assessment System	**Student**	☑	☐	We used a combination of two methods for standard-setting. Teacher judgments were captured through contrasting groups methodology and systematic samples of student work were evaluated by panels in the Body of Work method.
		School	☐	☐	

	Yes	No
(STUDENT) Totals by State	44	24
(STUDENT) Totals by Jurisdiction	3	4
(STUDENT) Total	47	28
(SCHOOL) Totals by State	32	34
(SCHOOL) Totals by Jurisdiction	2	4
(SCHOOL) Total	34	38

Question 3.3.3 Are there plans to change, review, or validate the performance standards for this component? If yes, how do you plan to change, review, or validate the performance standards?

State	Component	Yes	No	Response
AK	California Achievement Test, fifth edition	☐	☑	
	Norm-Referenced Testing	☐	☑	
AL	Alabama Direct Assessment of Writing	☐	☑	
	Alabama Early Learning Inventory	☐	☑	
	Alabama High School Graduation Exam, Third Edition	☐	☑	
	Alabama Reading Assessment: Grade 1	☐	☑	
	Alabama Reading Assessment: Grade 2	☐	☑	
	Stanford Achievement Test, 9th edition	☐	☑	
AR	Criterion-Referenced Testing	☑	☐	Periodic review
	Norm-Referenced Testing	☐	☑	
AS	Stanford Achievement Test Ninth Edition	☐	☑	
AZ	CRT: Arizona's Instrument to Measure Standards (AIMS)	☐	☑	
	NRT: Stanford Achievement Test, Ninth Edition	☐	☑	
CA	Assessments in Career Education	☐	☑	
	CHSPE	☐	☑	
	GED	☐	☐	N/A
	Golden State Exams	☑	☐	Science - lab change to component scoring
	Physical Fitness Test	☐	☑	
	Standardized Testing and Reporting Program (STAR)	☑	☐	Develop/set cut points in language arts in 2000 to validate processes used in 1999. Do trial standard setting for math to be finalized in 2001. Standard setting for grade 9-11 science and history-social science to be completed in 2001.
CO	Reading, Writing, Mathematics, and Science	☐	☑	
CT	Connecticut Academic Performance Test (CAPT)	☐	☑	
	Connecticut Mastery Test (CMT)	☐	☑	
DC	Stanford Achievement Tests- Ninth Edition	☐	☑	
DE	Delaware Student Testing Program - Mathematics NRT	☐	☑	
	Delaware Student Testing Program - Reading NRT	☐	☑	

Question 3.3.3 **Are there plans to change, review, or validate the performance standards for this component? If yes, how do you plan to change, review, or validate the performance standards?**

State	Component	Yes	No	Response
DE	Delaware Student Testing Program - Science 8 & 11	☐	☐	
	Delaware Student Testing Program - Social Studies 8 & 11	☐	☐	
	Delaware Student Testing Program - Standards-Based Mathematics	☐	☑	
	Delaware Student Testing Program - Standards-Based Reading	☐	☑	
	Delaware Student Testing Program - Standards-Based Writing	☐	☑	
DoDEA	CTB TerraNova Multiple Assessment	☐	☑	
FL	No Response to 1999-2000 Survey	☐	☐	
GA	Criterion-Referenced Competency Tests (CRCT)	☐	☑	
	Georgia High School Graduation Tests (GHSGT)	☐	☑	
	Georgia Kindergarten Assessment Program-Revised (GKAP-R)	☐	☑	
	Iowa Tests of Basic Skills	☐	☑	
	Writing Test	☑	☐	The 3rd and 5th grade writing tests may be revised in the next several years.
GU	SAT9 Norm-Referenced Test	☐	☑	
HI	Stanford Achievement Test 9th Ed. Abbreviated	☑	☐	Performance standards for this assessment component will be established.
IA	Standardized Testing ITBS and ITED	☐	☑	
ID	Math Assessment	☐	☑	
	Norm-Referenced Test	☐	☐	Depends on final version of content standards for K-8 and directions from the state superintendent.
	Writing Assessment	☐	☑	
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	☐	☑	
IN	Statewide Assessment	☐	☑	
KS	Kansas Assessment Program	☑	☐	Validity study is planned on performance cutpoints and descriptors.
KY	Alternate Portfolio	☐	☑	

Question 3.3.3 Are there plans to change, review, or validate the performance standards for this component? If yes, how do you plan to change, review, or validate the performance standards?

State	Component	Yes	No	Response
KY	KCCT On-Demand	☑	☐	The Kentucky Board of Education approved a six step plan for setting standards appropriate to the KCCT following its revision in 1998. The first two steps were completed during 1999-2000. The other four will be completed during 2000-2001, with approval of the new standards by the KBE in June 2001. Nearly 1600 teachers were involved in the process.
	National Norm-Referenced Test	☑	☐	The National Norm-Referenced Test results will be included in the long term accountability model for all schools beginning with the 1999\2000 baseline.
	Writing Portfolio Assessment	☐	☑	
LA	Graduation Exit Examination (GEE)	☐	☑	
	LEAP 21 Grades 4, 8	☐	☑	
	The Iowa Tests, Complete Battery	☐	☐	Not Applicable
MA	Massachusetts Comprehensive Assessment System (MCAS)	☑	☐	The grade 8 History and Social Science standard-setting process took place in August 1999. Standard-setting panels reviewed student work from the test for consistency with the performance standards.
MD	High School Assessments	☐	☐	
	Maryland Functional Tests	☑	☐	The standards are reviewed every five years. They were reviewed in 1996 and will be reviewed again in 2001.
	Maryland School Performance Assessment Program (MSPAP)	☑	☐	The standards are reviewed every five years. They were reviewed in 1996 and will be reviewed again in 2001.
ME	Maine Educational Assessment	☑	☐	Performance Standards will be reviewed approximately every 5 years.
MI	Grade 4 and 7 Reading and Mathematics	☐	☑	
	Grade 5 and 8 Science, Social Studies, and Writing	☐	☑	
	MEAP High School Test	☐	☐	
MN	Basic Standards Tests	☑	☐	A recent outside review by Achieve Group.
	Minnesota Comprehensive Assessments	☑	☐	Review by Achieve Group.
MO	MAP	☑	☐	Consequential validity studies by independent agency employed by State Department of Education.
MP	Stanford Achievement Test, Ninth Edition	☑	☐	The CNMI Public School System is now engaged in the development of performance standards as well as the CNMI Comprehensive Student Accountability Plan which will address and validate the standards expected of students.
MS	Career Planning and Assessment System	☑	☑	The state will set student and program level performance definitions and requirements.
	Functional Literacy Examination	☐	☑	

Question 3.3.3 Are there plans to change, review, or validate the performance standards for this component? If yes, how do you plan to change, review, or validate the performance standards?

State	Component	Yes	No	Response
MS	Norm-Referenced Testing	☐	☑	
MT	Student Assessment Requirement	☐	☑	
NC	NC Annual Testing Program	☐	☑	Performance standards will be reevaluated in 2001 for all mathematics assessments due to revisions in the tests and the mathematics curriculum
	NC Testing Program - Competency Testing	☑	☐	The competency tests will be replaced by a high school exit exam of essential skills for the graduating class of 2005 and beyond.
	NC Tests of Computer Skills	☐	☑	The North Carolina Tests of Computer Skills are currently undergoing revision due to revisions in the curriculum. Standards as applied to the revised tests will be reviewed, evaluated, and possibly re-determined.
	Norm-Referenced Testing Program	☐	☑	
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☐	☑	However, with the TerraNova we have more options and are beginning to consider using the performance levels from the tests.
NE	No State Assessments 1999-2000	☐	☑	
NH	NH Educational Improvement and Assessment Program	☑	☐	Student performance standards are being reviewed and aligned by combining the modified student based constructed response method with the teacher judgments. Aligned standards will be used to report the May 2000 test results.
NJ	Elementary School Proficiency Assessment	☐	☑	
	Grade 11 High School Proficiency Test	☑	☐	When the new test, the HSPA, is put in place in 2001 - 2002 new performance standards will be set.
	Grade Eight Proficiency Assessment	☐	☑	
NM	NM Achievement Assessment	☐	☑	
	NM High School Competency Exam	☑	☐	State Board of Education decision to raise cut score for passing
	NM Writing Assessment Program	☑	☐	Each year, standards are reviewed during range-finding sessions with grade level teachers.
	Reading Assessments for Grades 1 and 2	☐	☑	
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	☑	☐	A new standards-based rubric is under development. Content validation against the standards will be carried out. In addition, a sample of tests will be scored using both the previous and the new rubrics and results will be compared.
	High School Proficiency Examination	☑	☐	Review standards at end of year.
	Norm-Referenced Testing at Grades 4, 8, and 10	☐	☑	
NY	New York State Testing Program	☑	☐	Once the operational tests are scored we analyze item difficulties to ensure stability of these standards.

Question 3.3.3 Are there plans to change, review, or validate the performance standards for this component? If yes, how do you plan to change, review, or validate the performance standards?

State	Component	Yes	No	Response
NY	Occupational Education Proficiency Examinations	☐	☑	
	Program Evaluation Tests (PET)	☐	☑	
	Regents Competency Tests	☑	☐	This component will be phased out; performance expectations will be raised by requiring students to pass more rigorous Regents examinations to earn a diploma.
	Regents Examination Program	☑	☐	Student - Criterion referenced; school - as newly designed Regents Examinations are phased in, they will assess new, higher learning standards.
	Second Language Proficiency Exams	☐	☑	
OH	12th-Grade Proficiency Testing	☑	☐	Change to reflect new curriculum requirements.
	4th-Grade Proficiency Testing	☑	☐	Am. Sub. Senate Bill 55 mandates using the 4th grade reading test as a requirement for promotion to grade 5. A continuation of the validation study is planned as we prepare for recommending this retention standard that must be in place before 2001 - 2002.
	6th-Grade Proficiency Testing	☐	☑	
	9th-Grade Proficiency Testing	☐	☑	
OK	Oklahoma Core Curriculum Tests - Multiple Choice	☑	☐	Oklahoma's PASS content standards were reviewed and updated during spring 1999. Adding two new levels of performance for the areas of reading and mathematics for the 1999-2000 school year.
	Oklahoma Core Curriculum Tests - Writing	☑	☐	Oklahoma's PASS content standards were reviewed during the Spring 1999.
OR	Reading, Writing, Science, and Mathematics Assessment	☑	☐	Every two years the content standards are refined. On the opposite two year cycle the performance standards are revisited and if necessary, refined. The State Board reviews input from constituent groups; validation data is obtained from teachers who know the students well.
PA	Reading, Mathematics	☑	☐	We will have groups of educators determine and validate performance levels using two nationally recognized methods for 2000-01. Those performance levels will be recommended to the state board of education for their adoption and for their use in the 2001-02 assessment.
PR	Pruebas Puertorriqueñas de Competencias Escolares	☑	☐	This is a process that has been started.
RI	English Lang. Arts & Math Performance Assessment	☑	☐	Harcourt Educational Measurement will convene new standard setting committees.
	Health Education Performance Assessment	☐	☑	
	Writing Performance Assessment	☐	☑	
SC	Criterion-Referenced Tests - BSAP - High School Exit Examination	☐	☑	

Question 3.3.3 Are there plans to change, review, or validate the performance standards for this component? If yes, how do you plan to change, review, or validate the performance standards?

State	Component	Yes	No	Response
SC	Criterion-Referenced Tests - PACT grades 3 - 8	☐	☑	
	Criterion-Referenced Tests - Readiness Test	☐	☑	
	Norm-Referenced Testing - TerraNova sample testing	☐	☑	
SD	Stanford Achievement Test, Ninth Edition	☐	☑	
	Stanford Writing Assessment Program, Third Edition	☐	☑	
TN	Achievement Test (3-8)	☑	☐	By committee -- to insure compliance with federal guidelines
	Competency Test	☑	☐	Gateway Tests in algebra I, Biology, and English II will replace the current Competency test required for graduation for the 2001-02 freshman class. Performance Standards will be established during summer 2001 by statewide committee
	High School End of Course	☑	☐	By multiple committee -- new content standards are being developed which will impact performance standards
	TCAP Writing Assessment (4, 7, 11)	☐	☑	
TX	Reading Proficiency Tests in English (RPTE)	☐	☑	
	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☐	☑	
UT	Core Curriculum Testing (Perf. Assessment)	☐	☑	
	Norm-Referenced Testing	☐	☑	
	Utah Core Assessment CRT Program	☑	☐	Starting in 2000, we employed Contrasting Groups as well as a Variation of the Bookmark procedure to all State criterion-referenced tests. The two methods will be used to validate and corroborate each other.
VA	Standards of Learning (SOL) Assessment Program	☑	☐	The State Board of Education will review performance standards on an annual basis.
	Virginia Literacy Testing Program	☐	☑	
	Virginia State Assessment NRT Program	☐	☑	
VI	Terra Nova Assessments Series	☑	☐	Local performance standards are being developed and will replace those of the Terra Nova.
VT	Standard's Referenced Exams (NSRE)	☑	☐	In 2000-2001, a new form of the exam will be used necessitating a new standards setting. This will be conducted by Harcourt Educational Measurement, Inc.
	Vermont Developmental Reading Assessment	☑	☐	Teacher judgment

Question 3.3.3 Are there plans to change, review, or validate the performance standards for this component? If yes, how do you plan to change, review, or validate the performance standards?

State	Component	Yes	No	Response
WA	Norm-Referenced Testing	☐	☑	
	Second Grade Reading	☐	☑	
	Washington Assessment of Student Learning	☑	☐	Performances on norm-referenced assessments at grades 3, 6, and 9; state level NAEP at grades 4 and 8; review content alignment between tests and content standards
WI	Reading Comprehension	☐	☑	
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☐	☑	
WV	ACT Explore	☐	☑	
	ACT Work Keys	☐	☑	NOTE: ACT Work Keys was discontinued from West Virginia's statewide assessment program effective 1999-2000.
	National Assessment of Educational Progress	☐	☑	
	Norm-referenced Test	☑	☐	WV is in the process of defining performance standards which are aligned with content standards, and to which the new assessment will be aligned.
	Writing Assessment	☐	☑	
WY	Carl Perkins Assessment	☑	☐	Based on revisions to address new requirements of Perkins reauthorization.
	Wyoming Comprehensive Assessment System	☑	☐	The standards will be validated either after the 2003 or 2004 testing, based on advice from our technical advisory committee.
	Totals by State	**30**	**36**	
	Totals by Jurisdiction	**3**	**4**	
	Total	**33**	**40**	

Question 3.3.4 What levels of student performance have been set for this assessment? Indicate the subject(s), grade(s), and names for each level.

State	Component	Subject(s)	Grade(s)	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Performance Level 5
AK	California Achievement Test, fifth edition							
	Norm-Referenced Testing			Mastery	Partial Mastery	Non-Mastery		
AL	Alabama Direct Assessment of Writing	Writing	Grade 5	I	II	III	IV	
		Writing	Grade 7	I	II	III	IV	
	Alabama Early Learning Inventory	Reading and Quantitative Concepts	Kindergarten	I	II	III		
	Alabama High School Graduation Exam, Third Edition	Reading	11	pass				
		Mathematics	11	pass				
		Language	11	pass				
		Science	11	pass				
	Alabama Reading Assessment: Grade 1	Reading	First	I	II	III		
	Alabama Reading Assessment: Grade 2	Reading	Second	I	II	III		
	Stanford Achievement Test, 9th edition	Total Battery	3-11	Clear	Caution	Alert		
AR	Criterion-Referenced Testing	mathematics	4	Advanced	Proficient	Basic	Below Basic	
		literacy (reading and writing)	4	Advanced	Proficient	Basic	Below Basic	
		math	8	Advanced	Proficient	Basic	Below basic	
		literacy	8	Advanced	Proficient	Basic	Below basic	
	Norm-Referenced Testing							
AS	Stanford Achievement Test Ninth Edition							
AZ	CRT: Arizona's Instrument to Measure Standards (AIMS)	reading, writing and mathematics	3, 5 8, and high school	Falls Far Below the Standard	Approaches the Standard	Meets the Standard	Exceeds the Standard	
	NRT: Stanford Achievement Test, Ninth Edition	NA	NA	NA				

Question 3.3.4 What levels of student performance have been set for this assessment? Indicate the subject(s), grade(s), and names for each level.

State	Component	Subject(s)	Grade(s)	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Performance Level 5
CA	Assessments in Career Education	Computer Science and Information Systems	9-12	6	5	4		
		Agriculture Core	9-12	same as above	same as above	same as above		
		Health Careers, Level I	9-12	same as above	same as above	same as above		
		Food Service and Hospitality	9-12	same as above				
		Technology Core	9-12	same as above				
	CHSPE							
	GED	N/A						
	Golden State Exams	All	7-12	6	5	4	1 - 3	
	Physical Fitness Test	Physical Education	5, 7, 9	In "Fitness Zone"	Not in "Fitness Zone"			
	Standardized Testing and Reporting Program (STAR)							
CO	Reading, Writing, Mathematics, and Science	3rd grade reading comprehension	3	Advanced	Proficient	Partially Proficient	Unsatisfactory	
		4th grade reading and writing	4	Advance	Proficient	Partially Proficient	Unsatisfactory	
		5th grade mathematics	5	Advanced	Proficient	Partially Proficient	Unsatisfactory	
		7th grade reading and writing	7	Advanced	Proficient	Partially Proficient	Unsatisfactory	
		8th grade mathematics and science	8	Advanced	Proficient	Partially Proficient	Unsatisfactory	
CT	Connecticut Academic Performance Test (CAPT)	Mathematics	10	State Goal	Somewhat Below State Goal	Below State Goal	Well Below State Goal	
		Response to Literature	10	State Standard	Somewhat Below State Standard	Below State Standard	Well Below State Standard	
		Editing	10	State Standard	Below Standard			
		Interdisciplinary	10	State Goal	Somewhat Below State Goal	Below State Goal	Well Below State Goal	
		Science	10	State Goal	Somewhat Below State Goal	Below State Goal	Well Below State Goal	

Question 3.3.4 What levels of student performance have been set for this assessment? Indicate the subject(s), grade(s), and names for each level.

State	Component	Subject(s)	Grade(s)	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Performance Level 5
CT	Connecticut Mastery Test (CMT)	Reading	4, 6 and 8	State Goal	Below the State Goal	Well Below State Goal		
		Mathematics	4, 6, 8	State Goal	Slightly Below State Goal	Below State Goal	Well Below State Goal	
		Writing	4, 6, 8	Well Above State Goal	State Goal	Slightly Below State Goal	Well Below State Goal	
DC	Stanford Achievement Tests- Ninth Edition	Reading	1-11	Below Basic	Basic	Proficient	Advanced	
		Mathematics	1-11	Below Basic	Basic	Proficient	Advanced	
DE	Delaware Student Testing Program - Mathematics NRT							
	Delaware Student Testing Program - Reading NRT							
	Delaware Student Testing Program - Science 8 & 11							
	Delaware Student Testing Program - Social Studies 8 & 11							
	Delaware Student Testing Program - Standards-Based Mathematics	Standards-Based Mathematics, Reading, Writing	3,5,8,10	Distinguished	Exceeds the Standard	Meets the Standard	Below the Standard	Well Below the Standard
	Delaware Student Testing Program - Standards-Based Reading							
	Delaware Student Testing Program - Standards-Based Writing							
DoDEA	CTB TerraNova Multiple Assessment							
FL	No Response to 1999-2000 Survey							
GA	Criterion-Referenced Competency Tests (CRCT)	All	All	Does not meet standard	Meets standard	Exceeds standard		

Question 3.3.4 What levels of student performance have been set for this assessment? Indicate the subject(s), grade(s), and names for each level.

State	Component	Subject(s)	Grade(s)	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Performance Level 5
GA	Georgia High School Graduation Tests (GHSGT)	English/Language Arts, Mathematics, Science, Social Studies	11 & 12	Pass	Pass Plus			
	Georgia Kindergarten Assessment Program-Revised (GKAP-R)	Reading	K	Not Ready for 1st Grade	Ready , with Instructional Assistance	Ready for 1st Grade		
		Mathematics	K	Not Ready for 1st Grade	Ready , with Instructional Assistance	Ready for 1st Grade		
		Social/Emotional Development	K	Not Ready for 1st Grade	Ready , with Instructional Assistance	Ready for 1st Grade		
	Iowa Tests of Basic Skills	NA						
	Writing Test	Writing	11	500				
		Writing	8	300-348	349-367	368 - 400		
		Writing	5	Stage 1	Stage 6			
GU	SAT9 Norm-Referenced Test	Not Applicable						
HI	Stanford Achievement Test 9th Ed. Abbreviated	Reading (no performance standards set) Math (no performance standards set)						
IA	Standardized Testing ITBS and ITED	Reading	4, 8, 11	High	Intermediate	Low		
		Mathematics	4, 8, 11	High	Intermediate	Low		
ID	Math Assessment	Math	4 and 8	5	4	3	2	1
	Norm-Referenced Test							
	Writing Assessment	Writing	4, 8, 11	5	4	3	2	1

Question 3.3.4 What levels of student performance have been set for this assessment? Indicate the subject(s), grade(s), and names for each level.

State	Component	Subject(s)	Grade(s)	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Performance Level 5
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	Reading	3,5,8	1	2	3	4	
		Mathematics	3,5,8	1	2	3	4	
		Writing	3,5,8	1	2	3	4	
		Science	4, 7	1	2	3	4	
		Social Science	4, 7	1	2	3	4	
IN	Statewide Assessment	English/Language Arts	3, 6, 8, 10	Above Standard	Below Standard			
		Mathematics	3, 6, 8, 10	Above Standard	Below Standard			
KS	Kansas Assessment Program	Mathematics	4, 7, 10	Advanced	Proficient	Satisfactory	Basic	Unsatisfactory
		Reading	5, 8, 11	Advanced	Proficient	Satisfactory	Basic	Unsatisfactory
		Writing	5, 8, 11	Excellent	Proficient	Satisfactory	Basic	Unsatisfactory
KY	Alternate Portfolio	Alternate Portfolio	4, 8 and 12	Novice	Apprentice	Proficient	Distinguished	
	KCCT On-Demand	Reading	4, 7, 10	Novice	Apprentice	Proficient	Distinguished	
		Science	4, 7, 11	Novice	Apprentice	Proficient	Distinguished	
		On-Demand Writing	4, 7, 12	Novice	Apprentice	Proficient	Distinguished	
		Math, Soc. Studies, Arts & Humanities,	5, 8, 11	Novice	Apprentice	Proficient	Distinguished	
		Prac Liv & Voc Study	5, 8, 10	Novice	Apprentice	Proficient	Distinguished	
	National Norm-Referenced Test	Reading	3, 6, 9					
		Language Arts	3, 6, 9					
		Mathematics	3, 6, 9					
	Writing Portfolio Assessment	Writing Portfolio	4, 7, 12	Novice	Apprentice	Proficient	Distinguished	
LA	Graduation Exit Examination (GEE)	English, Math, Written Composition	10	Attained the performance standard.	Did not attain the performance standard.			
		Science, Social Studies	11	Attained the performance standard.	Did not attain the performance standard.			
	LEAP 21 Grades 4, 8	English, Math, Science, Social Studies	4, 8	Advanced	Proficient	Basic	Approaching Basic	Unsatisfactory
	The Iowa Tests, Complete Battery	Not Applicable						

Question 3.3.4 What levels of student performance have been set for this assessment? Indicate the subject(s), grade(s), and names for each level.

State	Component	Subject(s)	Grade(s)	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Performance Level 5
MA	Massachusetts Comprehensive Assessment System (MCAS)	Mathematics	4, 8, 10	Advanced	Proficient	Needs Improvement	Failing	
		Science & Technology	4, 8, 10	Advanced	Proficient	Needs Improvement	Failing	
		English Language Arts	4, 8 , 10	Advanced	Proficient	Needs Improvement	Failing	
		History and Social Science	8	Advanced	Proficient	Needs Improvement	Failing	
MD	High School Assessments							
	Maryland Functional Tests	Reading and Mathematics	By Grade 12	Pass	Fail			
		Writing	By Grade 12	Pass	Fail			
	Maryland School Performance Assessment Program (MSPAP)	Reading, Writing, Language Usage, Mathematics, Science, Social Studies	3, 5, 8	1	2	3	4	5
ME	Maine Educational Assessment	Reading, Writing, Mathematics, Science/Technology, Social Studies, Health Education, and Visual and Performing Arts	4, 8, 11	Exceeds Standards	Meets Standards	Partially Meets Standards	Does Not Meet Standards	
MI	Grade 4 and 7 Reading and Mathematics	Reading	4 and 7	Satisfactory	Moderate	Low		
		Math	4 and 7	Satisfactory	Moderate	Low		
	Grade 5 and 8 Science, Social Studies, and Writing	Writing	5 and 8	Proficient	Not Yet Proficient			
		Science	5 and 8	Proficient	Novice	Not Yet Novice		
		Social Studies	Grades 5 & 8	1 - Exceeded Michigan Standards	2 - Met Michigan Standards	3- Basic Level	4 - Apprentice	
	MEAP High School Test	Math, Reading, Writing, Science, Social Studies	11	Level 1	Level 2	Level 3	Level 4	
MN	Basic Standards Tests	Reading	grade 8	>600	<600			
		Math	grade 8	>600	<600			
		Writing	grade 10	1-2 holistic score	3-4 holistic score			

Question 3.3.4 What levels of student performance have been set for this assessment? Indicate the subject(s), grade(s), and names for each level.

State	Component	Subject(s)	Grade(s)	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Performance Level 5
MN	Minnesota Comprehensive Assessments	Reading	3-5	1	2	3	4	
		Math	3-5	1	2	3	4	
		Writing	3-5	1	2	3	4	
MO	MAP	Communication Arts	3, 7, 11	Advanced	Proficient	Nearing Proficient	Progressing	Step 1
		Science	3, 7, 10	Advanced	Proficient	Nearing Proficiency	Progressing	Step 1
		Math	4, 8, 10	Advanced	Proficient	Nearing Proficiency	Progressing	Step 1
		Social Studies	4, 8, 11	Advanced	Proficient	Nearing Proficiency	Progressing	Step 1
MP	Stanford Achievement Test, Ninth Edition	Language Arts-Reading Component	Grade(s) 4, 8, and 11					
MS	Career Planning and Assessment System							
	Functional Literacy Examination	Mathematics	11	Pass	Fail			
		Reading	11	Pass	Fail			
		Written Communication	11	Pass	Fail			
		Total Battery	11	Pass	Fail			
	Norm-Referenced Testing							
MT	Student Assessment Requirement	Reading, Language Arts, Math, Science, Social Stud	4, 8, 11	Advanced	Proficient	Nearing Proficiency	Novice	
NC	NC Annual Testing Program	All	3-12	Level I	Level II	Level III	Level IV	
	NC Testing Program - Competency Testing	Reading	8-12	III & IV Pass	I & II Fail			
		Mathematics	8-12	III & IV Pass	I & II Fail			
		Computer Skills/Multiple Choice and Performance	8-12	Pass	Pass			
	NC Tests of Computer Skills	Computer Skills Multiple choice	8-12	NA				
		Computer Skills Performance	8-12	NA				

Question 3.3.4 What levels of student performance have been set for this assessment? Indicate the subject(s), grade(s), and names for each level.

State	Component	Subject(s)	Grade(s)	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Performance Level 5
NC	Norm-Referenced Testing Program	NA NA NA						
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	Total Score	4,6,8 and 10	Advanced	Proficient	Partially Proficient	Novice	
NE	No State Assessments 1999-2000	Reading, speaking, listening	4,8,11					
NH	NH Educational Improvement and Assessment Program	English Language Arts	3, 6, 10	Advanced	Proficient	Basic	Novice	
		Science	6, 10	Advanced	Proficient	Basic	Novice	
		Mathematics	3, 6, 10	Advanced	Proficient	Basic	Novice	
		Social Studies	6, 10	Advanced	Proficient	Basic	Novice	
NJ	Elementary School Proficiency Assessment	Language Arts Literacy	4	Advanced Proficient	Proficient	Partially Proficient		
		Mathematics	4	Advanced Proficient	Proficient	Partially Proficient		
		Science	4	Advanced Proficient	Proficient	Partially Proficient		
	Grade 11 High School Proficiency Test	Reading	11	Pass	Not pass			
		Mathematics	11	Pass	Not Pass			
		Writing	11	Pass	Not pass			
	Grade Eight Proficiency Assessment	Language Arts Literacy	8	Advanced Proficient	Proficient	Partially Proficient		
		Mathematics	8	Advanced Proficient	Proficient	Partially Proficient		
NM	NM Achievement Assessment	Math, Reading, Lang. Arts, Science, Soc. Studies	3, 4, 5, 6, 7, 8, 9	Beginning Step	Nearing Proficiency	Proficient	Advanced	
	NM High School Competency Exam	Reading, Language Arts, Science, Math, Social Studies, Composition	10	Pass	Fail			
	NM Writing Assessment Program	Writing	4, 6, (8 optional)	Holistic	Analytic			

Question 3.3.4 What levels of student performance have been set for this assessment? Indicate the subject(s), grade(s), and names for each level.

State	Component	Subject(s)	Grade(s)	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Performance Level 5
NM	Reading Assessments for Grades 1 and 2	Reading Proficiency	1 and 2	Fluent	Competent	Emergent		
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	Writing	8th	5	4	3	2	1
		Writing	11/12th	6	5	4	3	2/1
		Writing	4th	5	4	3	2	1
	High School Proficiency Examination	Reading, Mathematics, Writing	High School	Passing				
	Norm-Referenced Testing at Grades 4, 8, and 10							
NY	New York State Testing Program	English language arts and mathematics	4, 8	1	2	3	4	
	Occupational Education Proficiency Examinations	All	9-12	Pass	Fail			
	Program Evaluation Tests (PET)	Science	4	At or Above	Below			
	Regents Competency Tests	All		1-64	65-100			
	Regents Examination Program	All	Grades 8 - 12	0-54	55-64	65-84	85-100	
	Second Language Proficiency Exams	French, German, Italian, Latin, Spanish	8	Pass	Fail			
OH	12th-Grade Proficiency Testing	Writing, Reading, Mathematics, Citizenship, Science	12	Honors	Proficient	Below proficient		
	4th-Grade Proficiency Testing	Writing, Reading, Mathematics, Citizenship, Science	4	Advanced	Proficient	Partially Proficient		
	6th-Grade Proficiency Testing	Writing, Reading, Mathematics, Citizenship, Science	6	Advanced	Proficient	Partially Proficient		

Question 3.3.4 What levels of student performance have been set for this assessment? Indicate the subject(s), grade(s), and names for each level.

State	Component	Subject(s)	Grade(s)	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Performance Level 5
OH	9th-Grade Proficiency Testing	Writing, Reading, Mathematics, Citizenship, Science	9	Pass	Fail			
OK	Oklahoma Core Curriculum Tests - Multiple Choice	Reading and Mathematics	5	Advanced	Satisfactory	Limited Knowledge	Unsatisfactory	
		Reading and Mathematics	8	Advanced	Satisfactory	Limited Knowledge	Unsatisfactory	
		Science, U.S. History, Geography and the Arts	5, 8, 11	Satisfactory	Unsatisfactory			
	Oklahoma Core Curriculum Tests - Writing	Writing	5, 8, 11	Unsatisfactory	Limited Knowledge	Satisfactory	Advanced	
OR	Reading, Writing, Science, and Mathematics Assessment	Reading, Science & Multiple-choice Math	3, 5, 8, 10	Exceeds Standard	Meets Standard	Does Not Yet Meet		
		Writing & Math Problem Solving	5, 8, 10	Exceeds Standard	Meets Standard	Conditionally Meets	Does not Meet the Standard	
PA	Reading, Mathematics	NA						
PR	Pruebas Puertorriqueñas de Competencias Escolares	Spanish, English, Mathematics, Science, and Social Studies	3, 6, 9, 11	Highly Competent	Competent	Partially Competent		
RI	English Lang. Arts & Math Performance Assessment	English Language Arts and Mathematics	4, 8, 10	Achieved the Stand with Honors	Achieved the Standard	Nearly Achieved the Standard	Below the Standard	Little Evidence of Achievement
	Health Education Performance Assessment	Health Education	5, 9	Achieved the Standard with Honors	Achieved the Standard	Nearly Achieved the Standard	Below the Standard	Little Evidence of Achievement
	Writing Performance Assessment	Writing	3, 7, 10	Achieved the Standard with Honors	Achieved the Standard	Nearly Achieved the Standard	Below the Standard	Little Evidence of Achievement
SC	Criterion-Referenced Tests - BSAP - High School Exit Examination	All	10	Pass	Fail			

Question 3.3.4 What levels of student performance have been set for this assessment? Indicate the subject(s), grade(s), and names for each level.

State	Component	Subject(s)	Grade(s)	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Performance Level 5
SC	Criterion-Referenced Tests - PACT grades 3 - 8	English language arts and mathematics	3-8	Advanced	Proficient	Basic	Below Basic	
	Criterion-Referenced Tests - Readiness Test	Readiness	First Grade	Ready	Not Ready			
	Norm-Referenced Testing - TerraNova sample testing							
SD	Stanford Achievement Test, Ninth Edition	Reading Comprehension & Math Problem Solving	4,8 and 11	Advanced	Proficient	Basic	Below Basic	
	Stanford Writing Assessment Program, Third Edition	Writing	5 and 9	Advanced	Proficient	Basic	Below Basic	
TN	Achievement Test (3-8)	Math, Reading, Lang. Arts, Science, Social Studies	3, 4, 5, 6, 7, 8	Mastery	Partial mastery	Non - mastery		
		Math, Reading, Lang. Arts, Science, Social Studies	3, 4, 5, 6, 7, 8	5 - Advanced	4 - Proficient	3 - Nearly Proficiency	2 - Progressing	1 - Step 1
	Competency Test	Math	beginning grade 9 until passed	Pass/Fail				
		Language Arts	beginning grade 9 until passed	Pass/Fail				
	High School End of Course							
	TCAP Writing Assessment (4, 7, 11)	Writing	4	6 - Outstanding	5 - Strong	4 - Competent	3 - Flawed	2 Flawed / 1 Deficient
		Writing	7	6 - Outstanding	5 - Strong	4 - Competent	3 - Flawed	2 Flawed / 1 Deficient
		Writing	11	6 - Outstanding	5 - Strong	4 - Competent	3 - Flawed	2 Flawed / 1 Deficient
TX	Reading Proficiency Tests in English (RPTE)	RPTE Reading	Grades 3-12	Beginning	Intermediate	Advanced		

Question 3.3.4 What levels of student performance have been set for this assessment? Indicate the subject(s), grade(s), and names for each level.

State	Component	Subject(s)	Grade(s)	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Performance Level 5
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	All those currently assessed						
UT	Core Curriculum Testing (Perf. Assessment)							
	Norm-Referenced Testing							
	Utah Core Assessment CRT Program	Math - will be revised along with standards Science Language Arts/Reading	1-6	Below Basic	Basic	Proficient	Advanced	
VA	Standards of Learning (SOL) Assessment Program	All	All	Pass/Proficient	Pass/Advanced	Fail/Does Not Meet		
	Virginia Literacy Testing Program	Reading	6	Pass	Fail			
		Writing	6	Pass	Fail			
		Mathematics	6	Pass	Fail			
	Virginia State Assessment NRT Program							
VI	Terra Nova Assessments Series	Reading, LA, Math, Sci & SS	3,6,8,11	Below Basic	Basic	Proficient	Advanced	
VT	Standard's Referenced Exams (NSRE)	English Language Arts	4,8,10	Honors	Standard	Nearly	Below	Little
		Mathematics	4,8,10	Honors	Standard	Nearly	Below	Little
	Vermont Developmental Reading Assessment	Early Reading	2	Honors	Standard	Nearly	Below	Little
WA	Norm-Referenced Testing	Not Applicable						
	Second Grade Reading	Reading (accuracy & fluency)	2	1	2			
	Washington Assessment of Student Learning	reading, mathematics	4, 7, 10	Level 1	Level 2	Level 3	Level 4	
		writing, listening	4, 7, 10	Below standard	At, or above, standard			

Question 3.3.4 What levels of student performance have been set for this assessment? Indicate the subject(s), grade(s), and names for each level.

State	Component	Subject(s)	Grade(s)	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Performance Level 5
WI	Reading Comprehension	Reading	3	Advanced	Proficient	Basic	Minimal	
		Reading	4	Advanced	Proficient	Basic	Minimal	
		Reading	8	Advanced	Proficient	Basic	Minimal	
			10	Advanced	Proficient	Basic	Minimal	
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	Mathematics, Science, Social Studies, English/language arts (writing portion), and Reading	4, 8, 10	Advanced	Proficient	Basic	Minimal	
WV	ACT Explore							
	ACT Work Keys							
	National Assessment of Educational Progress							
	Norm-referenced Test	NOTE: Performance levels were not in place for the 1999-2000 year.						
	Writing Assessment							
WY	Carl Perkins Assessment	Applied Communications	9-12	Exemplary	Mastery	Partial Mastery	Non Mastery	
		Applied Mathematics	9-12	Exemplary	Mastery	Partial Mastery	Non Mastery	
		Affective & Thinking Skills	9-12	Exemplary	Mastery	Partial Mastery	Non Mastery	
		Applied Science	9-12	Exemplary	Mastery	Partial Mastery	Non Mastery	
	Wyoming Comprehensive Assessment System	Mathematics	4, 8, 11	Advanced	Proficient	Partially Proficient	Novice	
		Reading	4, 8, 11	Advanced	Proficient	Partially Proficient	Novice	
		Writing	4, 8, 11	Advanced	Proficient	Partially Proficient	Novice	

Question 3.3.5 Indicate the level of student performance (from question 3.3.4) that corresponds to the lowest level of acceptable performance.

State	Component	Lowest level of acceptable student performance
AK	California Achievement Test, fifth edition	
	Norm-Referenced Testing	Non-Mastery
AL	Alabama Direct Assessment of Writing	Level III
	Alabama Early Learning Inventory	NA
	Alabama High School Graduation Exam, Third Edition	Pass
	Alabama Reading Assessment: Grade 1	
	Alabama Reading Assessment: Grade 2	
	Stanford Achievement Test, 9th edition	Clear
AR	Criterion-Referenced Testing	Proficient
	Norm-Referenced Testing	NA
AS	Stanford Achievement Test Ninth Edition	
AZ	CRT: Arizona's Instrument to Measure Standards (AIMS)	Meets the Standard
	NRT: Stanford Achievement Test, Ninth Edition	NA
CA	Assessments in Career Education	4
	CHSPE	A passing score reflects basic skills of upper half of 12th grade students
	GED	N/A
	Golden State Exams	
	Physical Fitness Test	Students must meet the minimal levels of the Healthy Fitness Zone
	Standardized Testing and Reporting Program (STAR)	
CO	Reading, Writing, Mathematics, and Science	Proficient
CT	Connecticut Academic Performance Test (CAPT)	N/A
	Connecticut Mastery Test (CMT)	N/A
DC	Stanford Achievement Tests- Ninth Edition	Basic
DE	Delaware Student Testing Program - Mathematics NRT	
	Delaware Student Testing Program - Reading NRT	
	Delaware Student Testing Program - Science 8 & 11	
	Delaware Student Testing Program - Social Studies 8 & 11	
	Delaware Student Testing Program - Standards-Based Mathematics	Meets the Standard
	Delaware Student Testing Program - Standards-Based Reading	
	Delaware Student Testing Program - Standards-Based Writing	

Question 3.3.5 Indicate the level of student performance (from question 3.3.4) that corresponds to the lowest level of acceptable performance.

State	Component	Lowest level of acceptable student performance
DoDEA	CTB TerraNova Multiple Assessment	NA
FL	No Response to 1999-2000 Survey	
GA	Criterion-Referenced Competency Tests (CRCT)	Meets standard
	Georgia High School Graduation Tests (GHSGT)	500 is the passing scale score
	Georgia Kindergarten Assessment Program-Revised (GKAP-R)	For accountability purposes, a score of 161 is the minimum acceptable score.
	Iowa Tests of Basic Skills	NA
	Writing Test	500 for 11th grade, 349 for 8th grade.
GU	SAT9 Norm-Referenced Test	Not Applicable
HI	Stanford Achievement Test 9th Ed. Abbreviated	NA
IA	Standardized Testing ITBS and ITED	Intermediate
ID	Math Assessment	Level 3
	Norm-Referenced Test	
	Writing Assessment	Level 3
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	Level 3 for ISAT
IN	Statewide Assessment	Above Standard
KS	Kansas Assessment Program	Basic
KY	Alternate Portfolio	
	KCCT On-Demand	
	National Norm-Referenced Test	
	Writing Portfolio Assessment	
LA	Graduation Exit Examination (GEE)	Attained the performance standard.
	LEAP 21 Grades 4, 8	Approaching Basic represents the lowest level of student performance to move to the next grade.
	The Iowa Tests, Complete Battery	Not Applicable
MA	Massachusetts Comprehensive Assessment System (MCAS)	
MD	High School Assessments	
	Maryland Functional Tests	Pass
	Maryland School Performance Assessment Program (MSPAP)	Level 3
ME	Maine Educational Assessment	Meets the Standard
MI	Grade 4 and 7 Reading and Mathematics	Satisfactory
	Grade 5 and 8 Science, Social Studies, and Writing	Proficient, or Met Michigan Standards (social studies only)
	MEAP High School Test	Met Michigan Standards - Level 2

Question 3.3.5 Indicate the level of student performance (from question 3.3.4) that corresponds to the lowest level of acceptable performance.

State	Component	Lowest level of acceptable student performance
MN	Basic Standards Tests	Passing score of 600 for reading and math. A holistic score of 3 or better on the Basic Standards Test of Written Composition.
	Minnesota Comprehensive Assessments	Level 2; Partial mastery
MO	MAP	Proficient
MP	Stanford Achievement Test, Ninth Edition	
MS	Career Planning and Assessment System	
	Functional Literacy Examination	Pass
	Norm-Referenced Testing	
MT	Student Assessment Requirement	
NC	NC Annual Testing Program	Level III
	NC Testing Program - Competency Testing	Passing Score
	NC Tests of Computer Skills	Students must achieve a passing score on each of the tests (multiple-choice and performance) in order to receive a North Carolina High School diploma effective with the class of 2001.
	Norm-Referenced Testing Program	NA
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	Proficient
NE	No State Assessments 1999-2000	Districts established their own local mastery levels which meet a set of quality criteria.
NH	NH Educational Improvement and Assessment Program	Basic
NJ	Elementary School Proficiency Assessment	Level 2
	Grade 11 High School Proficiency Test	300 is the cut-off for all three subjects.
	Grade Eight Proficiency Assessment	Level 2
NM	NM Achievement Assessment	Beginning Step
	NM High School Competency Exam	
	NM Writing Assessment Program	Number 1 on each scale indicates lowest level
	Reading Assessments for Grades 1 and 2	
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	3 on each of the four traits - developing for grade 8 and Adequate on at least one of the two writing samples for 11/12/Adult. Judgment of acceptable performance is purposefully withheld at grade 4.
	High School Proficiency Examination	Approximately 64% of items correct in mathematics and 71% correct in reading. Writing score of 7 of 12 maximum.
	Norm-Referenced Testing at Grades 4, 8, and 10	
NY	New York State Testing Program	3
	Occupational Education Proficiency Examinations	65
	Program Evaluation Tests (PET)	At are above state designated level.

Question 3.3.5 Indicate the level of student performance (from question 3.3.4) that corresponds to the lowest level of acceptable performance.

State	Component	Lowest level of acceptable student performance
NY	Regents Competency Tests	Meets Acceptable Standards. General education students must score 55-100 on Regents examination in English and mathematics. Students with disabilities have the additional option of scoring 65 or higher on the RCTs in reading, writing, and mathematics.
	Regents Examination Program	Low Pass
	Second Language Proficiency Exams	Pass
OH	12th-Grade Proficiency Testing	Proficient
	4th-Grade Proficiency Testing	Proficient level
	6th-Grade Proficiency Testing	Proficient level
	9th-Grade Proficiency Testing	Pass
OK	Oklahoma Core Curriculum Tests - Multiple Choice	Satisfactory, which is a scale score of 700 or higher.
	Oklahoma Core Curriculum Tests - Writing	Limited Knowledge.
OR	Reading, Writing, Science, and Mathematics Assessment	Meeting the Standard
PA	Reading, Mathematics	NA
PR	Pruebas Puertorriqueñas de Competencias Escolares	
RI	English Lang. Arts & Math Performance Assessment	Achieved the Standard
	Health Education Performance Assessment	Achieved the Standard
	Writing Performance Assessment	Achieved The Standard
SC	Criterion-Referenced Tests - BSAP - High School Exit Examination	Passing
	Criterion-Referenced Tests - PACT grades 3 - 8	Basic
	Criterion-Referenced Tests - Readiness Test	
	Norm-Referenced Testing - TerraNova sample testing	
SD	Stanford Achievement Test, Ninth Edition	
	Stanford Writing Assessment Program, Third Edition	
TN	Achievement Test (3-8)	
	Competency Test	70 % correct
	High School End of Course	
	TCAP Writing Assessment (4, 7, 11)	
TX	Reading Proficiency Tests in English (RPTE)	A lowest level of acceptable performance has not yet been set, per se. However, the advanced level is the level LEP students must attain in order to stop taking this annual assessment. This level indicates that the effects of second language acquisition on English reading comprehension are now minimal. Students who attain this level are not eligible for an exemption from the regular state assessments.

Question 3.3.5 Indicate the level of student performance (from question 3.3.4) that corresponds to the lowest level of acceptable performance.

State	Component	Lowest level of acceptable student performance
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	
UT	Core Curriculum Testing (Perf. Assessment)	
	Norm-Referenced Testing	
	Utah Core Assessment CRT Program	NA
VA	Standards of Learning (SOL) Assessment Program	Pass/Proficient
	Virginia Literacy Testing Program	Pass
	Virginia State Assessment NRT Program	na
VI	Terra Nova Assessments Series	Basic
VT	Standard's Referenced Exams (NSRE)	Achieved the Standard
	Vermont Developmental Reading Assessment	Achieved the Standard
WA	Norm-Referenced Testing	Not Applicable
	Second Grade Reading	2
	Washington Assessment of Student Learning	3, or meets standard
WI	Reading Comprehension	Basic
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	Proficient
WV	ACT Explore	NOTE: ACT PLAN is included in the proposed statewide assessment program for West Virginia. This proposal does not, however, include ACT PLAN for accountability purposes.
	ACT Work Keys	
	National Assessment of Educational Progress	NOTE: NAEP is used only for purposes of national comparisons.
	Norm-referenced Test	NOTE: Performance levels were not in place for the 1999-2000 year.
	Writing Assessment	
WY	Carl Perkins Assessment	
	Wyoming Comprehensive Assessment System	Proficient performance is considered the target level.

Question 3.3.6 What levels of school performance have been set for this assessment component? Indicate the names and definitions.

State	Component	Levels	Definitions
AK	California Achievement Test, fifth edition		
	Norm-Referenced Testing	Challenge	61% or more students at the non-mastery level puts school into "challenge" category.
AL	Alabama Direct Assessment of Writing	I	Minimal success addressing the writing prompt considering content, audience, purpose, and organization
		II	Limited success addressing the writing prompt considering content, audience, purpose, and organization
		III	Success addressing the writing prompt considering content, audience, purpose, and organization
		IV	Superior writing addressing the writing prompt considering content, audience, purpose, and organization
	Alabama Early Learning Inventory	NA	
	Alabama High School Graduation Exam, Third Edition		
	Alabama Reading Assessment: Grade 1		
	Alabama Reading Assessment: Grade 2		
	Stanford Achievement Test, 9th edition	Clear	Majority at or above stanine 5
		Caution	Majority in stanines 1-4
		Alert	Majority in stanines 1-3
AR	Criterion-Referenced Testing		
	Norm-Referenced Testing		
AS	Stanford Achievement Test Ninth Edition		
AZ	CRT: Arizona's Instrument to Measure Standards (AIMS)	NA	
	NRT: Stanford Achievement Test, Ninth Edition	NA	
CA	Assessments in Career Education		N/A
	CHSPE		
	GED		
	Golden State Exams		
	Physical Fitness Test	NA	

Question 3.3.6 What levels of school performance have been set for this assessment component? Indicate the names and definitions.

State	Component	Levels	Definitions
CA	Standardized Testing and Reporting Program (STAR)		
CO	Reading, Writing, Mathematics, and Science		
CT	Connecticut Academic Performance Test (CAPT)	State Goal Score Band 2 Score Band 3 Score Band 4	Same as student definitions
	Connecticut Mastery Test (CMT)		
DC	Stanford Achievement Tests- Ninth Edition	NA	
DE	Delaware Student Testing Program - Mathematics NRT		
	Delaware Student Testing Program - Reading NRT		
	Delaware Student Testing Program - Science 8 & 11		
	Delaware Student Testing Program - Social Studies 8 & 11		
	Delaware Student Testing Program - Standards-Based Mathematics		
	Delaware Student Testing Program - Standards-Based Reading		
	Delaware Student Testing Program - Standards-Based Writing		
DoDEA	CTB TerraNova Multiple Assessment		
FL	No Response to 1999-2000 Survey		
GA	Criterion-Referenced Competency Tests (CRCT)	NA	
	Georgia High School Graduation Tests (GHSGT)	NA	
	Georgia Kindergarten Assessment Program-Revised (GKAP-R)		For Title I, minimum 5% reduction in the percent of students not Ready for 1st Grade
	Iowa Tests of Basic Skills	NA	
	Writing Test	Named as shown above	
GU	SAT9 Norm-Referenced Test	Not Applicable	

Question 3.3.6 What levels of school performance have been set for this assessment component? Indicate the names and definitions.

State	Component	Levels	Definitions
HI	Stanford Achievement Test 9th Ed. Abbreviated	(no performance standards set)	
IA	Standardized Testing ITBS and ITED	Locally established	
ID	Math Assessment		
	Norm-Referenced Test		
	Writing Assessment		
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program		NOT FINAL
IN	Statewide Assessment		
KS	Kansas Assessment Program	Excellent (Building Mean)	Minimum percent of students required in Advanced Maximum percent of students allowed in Unsatisfactory Optimal distribution of students required across middle three categories Formula figures building index to meet standard
KY	Alternate Portfolio		
	KCCT On-Demand		
	National Norm-Referenced Test		
	Writing Portfolio Assessment		
LA	Graduation Exit Examination (GEE)	None	
	LEAP 21 Grades 4, 8	Basic	Has been described as the state's "10-year goal"
	The Iowa Tests, Complete Battery		
MA	Massachusetts Comprehensive Assessment System (MCAS)		
MD	High School Assessments		
	Maryland Functional Tests	Reading Grades 9 & 11 Pass Rate	Grade 9 Satisfactory = 95%; Grade 11 Satisfactory = 97%; Grade 9 Excellent = 97%; Grade 11 Excellent = 99%
		Math Grades 9 & 11 Pass Rate	Grade 9 Satisfactory = 80%; Grade 11 Satisfactory = 97%; Grade 9 Excellent = 90%; Grade 11 Excellent = 99%
		Writing Grades 9 & 11 Pass Rate	Grade 9 Satisfactory = 90%; Grade 11 Satisfactory = 97%; Grade 9 Excellent = 96%; Grade 11 Excellent = 99%
		Grade 11--Passed all Tests	Satisfactory = 90%; Excellent = 96

Question 3.3.6 What levels of school performance have been set for this assessment component? Indicate the names and definitions.

State	Component	Levels	Definitions
MD	Maryland School Performance Assessment Program (MSPAP)	1	Proficiency level 1
		2	Proficiency level 2
		3	Proficiency level 3
		4	Proficiency level 4
		5	Proficiency level 5
ME	Maine Educational Assessment		
MI	Grade 4 and 7 Reading and Mathematics	Summary Accredited	Indicates that the building is in full compliance with P.A. 25 of 1990, P.A. 335, and P. A. 339 of 1993, P.A. 289 of 1995, AND has 75% or more of the students in the building in the highest level of achievement of each of the four MEAP subjects tested in two of the last three consecutive years.
		Interim Accredited	Indicates that the building may or may not be in compliance with P.A. 25 of 1990, P.A. 335, and P.A. 339 of 1993, P.A. 289 of 1995, AND has 50% or more the students scoring at the highest level of achievement in at least one MEAP test area in any of the last three consecutive years.
		Unaccredited	Indicated that the building may or may not be in compliance with P.A. 25 of 1990, P.A. 335, and P.A. 339 of 1993, P.A. 289 of 1995 AND has 50% or less of the student scoring at the highest level of achievement in at least one MEAP test area in any of the last three consecutive years.
		No Status	Several factors contribute to a building with this status: 1) it could be a new building and not have three consecutive years of MEAP scores; 2) the building does not house grades tested by MEAP; 3) further Department input is required.
	Grade 5 and 8 Science, Social Studies, and Writing	Summary Accredited	Indicates that the building is in full compliance with P.A. 25 of 1990, P.A. 335, and P. A. 339 of 1993, P.A. 289 of 1995, AND has 66% or more of the students in the building in the highest level of achievement of each of the four MEAP subjects tested in two of the last three consecutive years.
		Interim Accredited	Indicates that the building may or may not be in compliance with P.A. 25 of 1990, P.A. 335, and P.A. 339 of 1993, P.A. 289 of 1995, AND has 50.1% or more the students scoring at the highest level of achievement in at least one MEAP test area in any of the last three consecutive years.
		Unaccredited	Indicated that the building may or may not be in compliance with P.A. 25 of 1990, P.A. 335, and P.A. 339 of 1993, P.A. 289 of 1995 AND has 50% or less of the student scoring at the highest level of achievement in at least one MEAP test area in any of the last three consecutive years.
		No Status	Several factors contribute to a building with this status: 1) it could be a new building and not have three consecutive years of MEAP scores; 2) the building does not house grades tested by MEAP; 3) further Department input is required.

Question 3.3.6 What levels of school performance have been set for this assessment component? Indicate the names and definitions.

State	Component	Levels	Definitions
MI	MEAP High School Test	none	
MN	Basic Standards Tests		
	Minnesota Comprehensive Assessments	1	Little or no skill
		2	Partial mastery
		3	Solid mastery
		4	Advanced mastery
MO	MAP	Advanced	
		Proficient	
		Nearing Proficient	
		Progressing	
		Step 1	
MP	Stanford Achievement Test, Ninth Edition		
MS	Career Planning and Assessment System		
	Functional Literacy Examination		
	Norm-Referenced Testing		
MT	Student Assessment Requirement		
NC	NC Annual Testing Program		
	NC Testing Program - Competency Testing		
	NC Tests of Computer Skills		
	Norm-Referenced Testing Program		
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	Advanced	National Percentile Ranks of 65.00 - 99.99
		Proficient	National Percentile Ranks of 50.00 - 65.99
		Partially Proficient	National Percentile Ranks of 45.00 - 49.99
		Novice	National Percentile Ranks of 0 - 44.99
NE	No State Assessments 1999-2000		Districts established their own local mastery levels which meet a set of quality criteria.
NH	NH Educational Improvement and Assessment Program	NA	
NJ	Elementary School Proficiency Assessment	Pass	75% of students must score at Proficient in each subject area
	Grade 11 High School Proficiency Test	Pass	85% of students must pass each part (subject area) of the test.

Question 3.3.6 What levels of school performance have been set for this assessment component? Indicate the names and definitions.

State	Component	Levels	Definitions
NJ	Grade Eight Proficiency Assessment	Pass	75% of students must score at Proficient in each subject area
NM	NM Achievement Assessment		
	NM High School Competency Exam		
	NM Writing Assessment Program		
	Reading Assessments for Grades 1 and 2	Fluent Competent Emergent	Locally determined Locally determined Locally determined
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult		
	High School Proficiency Examination		
	Norm-Referenced Testing at Grades 4, 8, and 10	Exemplary	50% or more of students score in highest national quartile in all subjects.
		High Achievement	More than 40% of students score in the highest national quartile in all four subjects.
		Adequate	In-between other categories.
		Inadequate	More than 40% of students score in the bottom quartile in each of the four subjects.
NY	New York State Testing Program	School Accountability Program	For this school year only - 90% of students at or above level 2
		Schools Under Registration Review	For this school year only--schools with fewer than 60 percent of students at Level 2 were considered for registration review
	Occupational Education Proficiency Examinations		
	Program Evaluation Tests (PET)	none	
	Regents Competency Tests	School Accountability Program	At least 90% must meet graduation assessment requirements in English and mathematics.
		Schools Under Registration Review	Schools furthest from meeting the State standard of 90% are identified for registration review
	Regents Examination Program		
	Second Language Proficiency Exams		
OH	12th-Grade Proficiency Testing	Met standard	60 percent of students proficient per test area
	4th-Grade Proficiency Testing	Met Standard	75 percent of students proficient per test area

Question 3.3.6 What levels of school performance have been set for this assessment component? Indicate the names and definitions.

State	Component	Levels	Definitions
OH	6th-Grade Proficiency Testing	Met Standard	75 percent of students proficient per test area
	9th-Grade Proficiency Testing	Met standard	75% of 9th graders, 85% of 10th graders have passed tests
OK	Oklahoma Core Curriculum Tests - Multiple Choice		
	Oklahoma Core Curriculum Tests - Writing		
OR	Reading, Writing, Science, and Mathematics Assessment		
PA	Reading, Mathematics	NA	
PR	Pruebas Puertorriqueñas de Competencias Escolares		
RI	English Lang. Arts & Math Performance Assessment	Achieved the Standard with Honors Achieved the Standard Nearly Achieved the Standard Below the Standard Little Evidence of Achievement	
	Health Education Performance Assessment	Achieved the Standard with Honors	Student has demonstrated exceptional ability to apply, analyze and interpret health concepts and skills.
		Achieved the Standard	Student has demonstrated the ability to apply, analyze and interpret health concepts and skills effectively and accurately.
		Nearly Achieved the Standard	Student has demonstrated some ability to apply, analyze and interpret health concepts and skills.
		Below the Standard	Student has demonstrated little ability to apply, analyze and interpret health concepts and skills.
		Little Evidence of Achievement	Student has not demonstrated the ability to apply, analyze and interpret health concepts and skills.

Question 3.3.6 What levels of school performance have been set for this assessment component? Indicate the names and definitions.

State	Component	Levels	Definitions
RI	Writing Performance Assessment	Achieved The Standard with Honors	Student has achieved the standard with honors and consistently demonstrates exceptional ability to apply, analyze and interpret concepts and processes. Students communicate concrete and abstract ideas in highly organized, thoughtful and responsive ways.
		Achieved The Standard	Student has achieved the standard and demonstrates the ability to apply, analyze and interpret concepts and processes effectively and accurately. Students communicate ideas in clear and effective ways.
		Nearly Achieved The Standard	Student has demonstrated some ability in applying concepts and processes. Students communicate some ideas effectively.
		Below The Standard	Student has demonstrated little ability in applying concepts and processes. Students have difficulty communicating ideas.
		Little Evidence of Achievement	Student is not able to demonstrate skills in applying concepts and processes.
SC	Criterion-Referenced Tests - BSAP - High School Exit Examination	NA	
	Criterion-Referenced Tests - PACT grades 3 - 8		
	Criterion-Referenced Tests - Readiness Test	NA	
	Norm-Referenced Testing - TerraNova sample testing		
SD	Stanford Achievement Test, Ninth Edition		
	Stanford Writing Assessment Program, Third Edition		
TN	Achievement Test (3-8)		
	Competency Test	A-Exemplary	80-100% passing
		B-Above Average	70-79% passing
		C-Average	60-69% passing
		D-Below Average	50-59% passing
		F-Deficient	49% or below passing
	High School End of Course		
	TCAP Writing Assessment (4, 7, 11)		
TX	Reading Proficiency Tests in English (RPTE)		

Question 3.3.6 What levels of school performance have been set for this assessment component? Indicate the names and definitions.

State	Component	Levels	Definitions
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests		The Accountability Rating System for Texas Public Schools and School Districts includes student performance results on the TAAS reading and mathematics tests at grades 3-8 and 10, and writing at grades 4, 8, and 10. The system uses four categories (exemplary, recognized, academically acceptable, and academically unacceptable). For a campus or district rating of Exemplary, at least 90.0 percent of total students and students in each group must pass each section of the TAAS. For a campus or district rating of Recognized, at least 80.0 percent of total students and students in each group must pass each section of the TAAS and Required Improvement must be demonstrated. For a rating of Academically Acceptable (district) or Acceptable (campus), at least 50% of total students and students in each group must pass each section of the TAAS. Districts and campuses can also receive a rating of Academically Acceptable (district) or Acceptable (campus) if Required Improvement is demonstrated in all low-performing areas and groups. Those districts (or campuses) not meeting the standard for Academically Acceptable (or Acceptable) or higher and not achieving Required Improvement in the low-performing areas will be rated Academically Unacceptable (or Low-Performing).
UT	Core Curriculum Testing (Perf. Assessment)		
	Norm-Referenced Testing		
	Utah Core Assessment CRT Program	NA	
VA	Standards of Learning (SOL) Assessment Program		
	Virginia Literacy Testing Program		
	Virginia State Assessment NRT Program		
VI	Terra Nova Assessments Series	See 3.3.4	
VT	Standard's Referenced Exams (NSRE)		
	Vermont Developmental Reading Assessment		
WA	Norm-Referenced Testing	Not Applicable	
	Second Grade Reading		

Question 3.3.6 What levels of school performance have been set for this assessment component? Indicate the names and definitions.

State	Component	Levels	Definitions
WA	Washington Assessment of Student Learning		
WI	Reading Comprehension	Advanced/Proficient	Advanced/Proficient: The percentage of students equal to or above 90% of the state performance (scores vary by grade and subject area) or adequate yearly progress as defined by the Continuous Progress Indicator (CPI).
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	Advanced/Proficient	Advanced/Proficient: The percentage of students equal to or above 90% of the state performance (scores vary by grade and subject area) or adequate yearly progress as defined by the Continuous Progress Indicator (CPI).
WV	ACT Explore		
	ACT Work Keys		
	National Assessment of Educational Progress		
	Norm-referenced Test		NOTE: Performance levels were not in place for the 1999-2000 year.
	Writing Assessment		
WY	Carl Perkins Assessment	85% Mastery	Applied communication, Applied Math, Affective and Thinking, Applied Science, Pre-employment and Employability
	Wyoming Comprehensive Assessment System		

Question 3.3.7 Indicate the level of school performance (from 3.3.6) that corresponds to the lowest level of minimum acceptable performance. What percentage of schools are at or above this level?

State	Component	Lowest school performance level	Percent of schools at or above level
AK	California Achievement Test, fifth edition		
	Norm-Referenced Testing	61% of students at a school at a non-mastery level.	
AL	Alabama Direct Assessment of Writing	Level III	0%
	Alabama Early Learning Inventory	NA	NA
	Alabama High School Graduation Exam, Third Edition		
	Alabama Reading Assessment: Grade 1	NA	NA
	Alabama Reading Assessment: Grade 2	NA	NA
	Stanford Achievement Test, 9th edition	Clear	86%
AR	Criterion-Referenced Testing		
	Norm-Referenced Testing	NA	
AS	Stanford Achievement Test Ninth Edition		
AZ	CRT: Arizona's Instrument to Measure Standards (AIMS)	NA	NA
	NRT: Stanford Achievement Test, Ninth Edition	NA	NA
CA	Assessments in Career Education	N/A	N/A
	CHSPE		
	GED	N/A	N/A
	Golden State Exams		
	Physical Fitness Test	not applicable	N.A.
	Standardized Testing and Reporting Program (STAR)		
CO	Reading, Writing, Mathematics, and Science		
CT	Connecticut Academic Performance Test (CAPT)	N/A	N/A
	Connecticut Mastery Test (CMT)	N/A	
DC	Stanford Achievement Tests- Ninth Edition	Schools are expected to meet a minimum of 4 of 6 targets. Each school has annual performance outcomes that are based on target options and performance targets. Because the target option category and performance targets are based on the school's trend data and previous year's performance, the expected performance for each school differs.	57%
DE	Delaware Student Testing Program - Mathematics NRT		

Question 3.3.7 Indicate the level of school performance (from 3.3.6) that corresponds to the lowest level of minimum acceptable performance. What percentage of schools are at or above this level?

State	Component	Lowest school performance level	Percent of schools at or above level
DE	Delaware Student Testing Program - Reading NRT		
	Delaware Student Testing Program - Science 8 & 11		
	Delaware Student Testing Program - Social Studies 8 & 11		
	Delaware Student Testing Program - Standards-Based Mathematics		
	Delaware Student Testing Program - Standards-Based Reading		
	Delaware Student Testing Program - Standards-Based Writing		
DoDEA	CTB TerraNova Multiple Assessment		NA
FL	No Response to 1999-2000 Survey		
GA	Criterion-Referenced Competency Tests (CRCT)	NA	NA
	Georgia High School Graduation Tests (GHSGT)	NA	NA
	Georgia Kindergarten Assessment Program-Revised (GKAP-R)	Because this standard is only used for schools serving grades K, 1 and/or 2, we do not have the information to answer this question.	
	Iowa Tests of Basic Skills	NA	NA
	Writing Test	300-348; stage 1	11th grade 94%, Grade 8 = 88% Grades 3 &5 = developmental scales
GU	SAT9 Norm-Referenced Test	Not Applicable	
HI	Stanford Achievement Test 9th Ed. Abbreviated	NA	NA
IA	Standardized Testing ITBS and ITED		
ID	Math Assessment		
	Norm-Referenced Test		
	Writing Assessment		
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	In process of development.	
IN	Statewide Assessment		
KS	Kansas Assessment Program	N/A	
KY	Alternate Portfolio		

Question 3.3.7 Indicate the level of school performance (from 3.3.6) that corresponds to the lowest level of minimum acceptable performance. What percentage of schools are at or above this level?

State	Component	Lowest school performance level	Percent of schools at or above level
KY	KCCT On-Demand	The goal will be an accountability Index of 100 or greater (e.g., Proficient) on a scale of 1 to 140 by 2014. 1999-2000 was the second year in an interim accountability system awaiting the approval of the new standards. Minimum performance was based on a predicted level.	54%
	National Norm-Referenced Test		
	Writing Portfolio Assessment		
LA	Graduation Exit Examination (GEE)		
	LEAP 21 Grades 4, 8		
	The Iowa Tests, Complete Battery	Not Applicable	
MA	Massachusetts Comprehensive Assessment System (MCAS)		
MD	High School Assessments		
	Maryland Functional Tests	Satisfactory	85.3
	Maryland School Performance Assessment Program (MSPAP)	Level 3--Satisfactory (70% of the students score at Level 3 and above.) Excellent is achieved when 70% of the students score at Level 3 or above and 25% of the students score at Level 2 and above.	Varies by grade and content.
ME	Maine Educational Assessment	None Set	
MI	Grade 4 and 7 Reading and Mathematics	Interim accredited	
	Grade 5 and 8 Science, Social Studies, and Writing	Interim accredited	
	MEAP High School Test		
MN	Basic Standards Tests	NA	
	Minnesota Comprehensive Assessments	Level 2; Partial mastery. Schools held accountable for an average SS of 1420 for grades 3 and 5 reading and Math. Below 1420 places school on a watch list.	95%
MO	MAP	NA	
MP	Stanford Achievement Test, Ninth Edition		
MS	Career Planning and Assessment System		
	Functional Literacy Examination		
	Norm-Referenced Testing		
MT	Student Assessment Requirement		
NC	NC Annual Testing Program	NA	NA
	NC Testing Program - Competency Testing	No minimum level is set; however, improvement must be demonstrated.	NA
	NC Tests of Computer Skills	NA	NA
	Norm-Referenced Testing Program	NA	NA

Question 3.3.7 Indicate the level of school performance (from 3.3.6) that corresponds to the lowest level of minimum acceptable performance. What percentage of schools are at or above this level?

State	Component	Lowest school performance level	Percent of schools at or above level
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	Proficient	Less than 5 %
NE	No State Assessments 1999-2000	Districts established their own local mastery levels which meet a set of quality criteria.	
NH	NH Educational Improvement and Assessment Program	NA	
NJ	Elementary School Proficiency Assessment	75% of students must score at Proficient on each of the 3 subjects.	
	Grade 11 High School Proficiency Test	85% of students must pass each part (subject area) of the test.	
	Grade Eight Proficiency Assessment	75% of students must score at Proficient on each of the 3 subjects.	
NM	NM Achievement Assessment		
	NM High School Competency Exam	Pass/Fail	
	NM Writing Assessment Program		
	Reading Assessments for Grades 1 and 2	Emergent	
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult		
	High School Proficiency Examination		
	Norm-Referenced Testing at Grades 4, 8, and 10	Fewer than 40% of students scoring in the first quartile in one or more subjects.	Approximately 95%
NY	New York State Testing Program		
	Occupational Education Proficiency Examinations		
	Program Evaluation Tests (PET)	NA	NA
	Regents Competency Tests		
	Regents Examination Program	90% of students must meet graduation assessment requirements in English and mathematics using Regents examinations or RCTs.	
	Second Language Proficiency Exams	NA	NA
OH	12th-Grade Proficiency Testing		N/A
	4th-Grade Proficiency Testing		N/A
	6th-Grade Proficiency Testing		N/A
	9th-Grade Proficiency Testing		N/A

Question 3.3.7 Indicate the level of school performance (from 3.3.6) that corresponds to the lowest level of minimum acceptable performance. What percentage of schools are at or above this level?

State	Component	Lowest school performance level	Percent of schools at or above level
OK	Oklahoma Core Curriculum Tests - Multiple Choice	Title I School Improvement (SI) Schools are identified by (1) sites having less than 50% of students scoring 700 OPI or above on the OCCT in either mathematics or reading for all grades tested, and (2) for sites falling below 50% of student scoring satisfactorily, having less than a 5% gain for percent of students scoring at least a 700 OPI.	96% of Title I schools are at or above acceptable performance (includes SI sites and 1st year SI sites.)
	Oklahoma Core Curriculum Tests - Writing		
OR	Reading, Writing, Science, and Mathematics Assessment		
PA	Reading, Mathematics	NA	
PR	Pruebas Puertorriqueñas de Competencias Escolares		
RI	English Lang. Arts & Math Performance Assessment	Achieved the Standard	NA
	Health Education Performance Assessment	Achieved the Standard	NA
	Writing Performance Assessment	Achieved The Standard	NA
SC	Criterion-Referenced Tests - BSAP - High School Exit Examination	NA	NA
	Criterion-Referenced Tests - PACT grades 3 - 8	NA	NA
	Criterion-Referenced Tests - Readiness Test	NA	NA
	Norm-Referenced Testing - TerraNova sample testing		
SD	Stanford Achievement Test, Ninth Edition		
	Stanford Writing Assessment Program, Third Edition		
TN	Achievement Test (3-8)		
	Competency Test	D	82
	High School End of Course	under development	
	TCAP Writing Assessment (4, 7, 11)	4.0	8.5%-4th, 5.2%-7th, 6.3%-11th

Question 3.3.7 Indicate the level of school performance (from 3.3.6) that corresponds to the lowest level of minimum acceptable performance. What percentage of schools are at or above this level?

State	Component	Lowest school performance level	Percent of schools at or above level
TX	Reading Proficiency Tests in English (RPTE)	No annual expected level of school performance has been set for this assessment. This assessment is designed to measure annual growth in reading proficiency. Both current levels and annual growth are reported at the school district, and state levels. The performance and expected progress of students is dependent largely on how long they have been in U.S. schools and how much English they did or did not know upon entry to the U.S. This test is designed to allow schools to monitor progress in English reading acquisition during the years a LEP student who is an immigrant is eligible for an exemption from the state assessments. By monitoring annual progress, schools can ensure that steady progress is made and that students are proficient enough to take the state assessments at the designated time.	
	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests		97.3% of those campuses that are rated
UT	Core Curriculum Testing (Perf. Assessment)		
	Norm-Referenced Testing		
	Utah Core Assessment CRT Program	NA	NA
VA	Standards of Learning (SOL) Assessment Program		
	Virginia Literacy Testing Program	na	na
	Virginia State Assessment NRT Program	na	na
VI	Terra Nova Assessments Series	Basic	15%
VT	Standard's Referenced Exams (NSRE)	Identification occurs every two years. '99-'00 was not an identification year. We are still supporting the schools that were identified under the transitional criteria.	88% were not identified
	Vermont Developmental Reading Assessment	see response for NRSE	
WA	Norm-Referenced Testing	Not Applicable	
	Second Grade Reading		
	Washington Assessment of Student Learning		
WI	Reading Comprehension		
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	Proficient	Varies based on subject
WV	ACT Explore	NOTE: ACT PLAN is included in the proposed statewide assessment program for West Virginia. This proposal does not, however, include ACT PLAN for accountability purposes.	

Question 3.3.7 Indicate the level of school performance (from 3.3.6) that corresponds to the lowest level of minimum acceptable performance.* What percentage of schools are at or above this level?

State	Component	Lowest school performance level	Percent of schools at or above level
WV	ACT Work Keys		
	National Assessment of Educational Progress	NOTE: NAEP is used only for purposes of national comparisons.	
	Norm-referenced Test	NOTE: Performance levels were not in place for the 1999-2000 year.	
	Writing Assessment		
WY	Carl Perkins Assessment	Statewide standards that have been set across these applied vocational skill areas state that all schools must achieve 85% mastery among their students across these six different content areas.	
	Wyoming Comprehensive Assessment System		

Question 3.4.1 Are LEAs allowed to exempt students with disabilities (with an IEP or Section 504 Plan) from the assessments in this component?

If Yes, mark the exemption criteria and whether the criteria are state or locally developed, and who makes the decision.

State	Component	Yes	No		Criteria						Who makes the decision?		
					Type or severity of disability	Time spent in special education settings or programs	Alignment of student's instructional goals and test content	Coursework completed in regular education settings	Special Ed. students not part of norming sample	Other (Please specify)	IEP Committee	Parents alone	Other (Please specify)
AK	California Achievement Test, fifth edition	☑	☐	State developed:	☐	☐	☐	☐	☐	☑ If Alternate Assessment is more appropriate	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
	Norm-Referenced Testing	☐	☐	State developed:	☐	☐	☐	☐	☐	☐	☑	☑	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
AL	Alabama Direct Assessment of Writing	☑	☐	State developed:	☐	☐	☑	☐	☐	☐	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
	Alabama Early Learning Inventory	☑	☐	State developed:	☐	☐	☑	☐	☐	☐	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
	Alabama High School Graduation Exam, Third Edition	☐	☑	State developed:	☐	☐	☐	☐	☐	☐	☐	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
	Alabama Reading Assessment: Grade 1	☐	☐	State developed:	☐	☐	☑	☐	☐	☐	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
	Alabama Reading Assessment: Grade 2	☑	☐	State developed:	☐	☐	☑	☐	☐	☐	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
	Stanford Achievement Test, 9th edition	☑	☐	State developed:	☐	☐	☑	☐	☐	☐	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
AR	Criterion-Referenced Testing	☑	☐	State developed:	☑	☐	☐	☐	☐	☐	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
	Norm-Referenced Testing	☑	☐	State developed:	☑	☐	☐	☐	☐	☐	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
AS	Stanford Achievement Test Ninth Edition	☑	☐	State developed:	☑	☑	☑	☐	☐	☐	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			

Question 3.4.1 Are LEAs allowed to exempt students with disabilities (with an IEP or Section 504 Plan) from the assessments in this component?

If Yes, mark the exemption criteria and whether the criteria are state or locally developed, and who makes the decision.

					Criteria							Who makes the decision?		
State	Component	Yes	No		Type or severity of disability	Time spent in special education settings or programs	Alignment of student's instructional goals and test content	Coursework completed in regular education settings	Special Ed. students not part of norming sample	Other (Please specify)		IEP Committee	Parents alone	Other (Please specify)
AZ	CRT: Arizona's Instrument to Measure Standards (AIMS)	☐	☑	State developed:	☐	☐	☐	☐	☐	☐		☐	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐				
	NRT: Stanford Achievement Test, Ninth Edition	☐	☑	State developed:	☐	☐	☐	☐	☐	☐		☐	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐				
CA	Assessments in Career Education	☑	☐	State developed:	☐	☐	☐	☐	☐	☑	Voluntary Assessment	☐	☐	☑ Local Determination
				Locally developed:	☑	☐	☐	☐	☐	☑				
	CHSPE	☐	☑	State developed:	☐	☐	☐	☐	☐	☐		☐	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐				
	GED	☐	☑	State developed:	☐	☐	☐	☐	☐	☐		☐	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐				
	Golden State Exams	☐	☐	State developed:	☐	☐	☐	☐	☐	☐		☐	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐				
	Physical Fitness Test	☑	☐	State developed:	☐	☐	☐	☐	☐	☐		☐	☐	☑ All plus instructor
				Locally developed:	☑	☐	☐	☐	☐	☐				
	Standardized Testing and Reporting Program (STAR)	☑	☐	State developed:	☐	☐	☐	☐	☐	☐		☑	☐	☐
				Locally developed:	☑	☐	☑	☐	☐	☐				
CO	Reading, Writing, Mathematics, and Science	☑	☐	State developed:	☐	☐	☑	☐	☐	☐		☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐				
CT	Connecticut Academic Performance Test (CAPT)	☑	☐	State developed:	☐	☐	☑	☐	☐	☑	The only formal criteria in State Guidelines are the alignment of student instructional goals and test content. However, the IEP decision making process most probably considers the other criteria checked above.	☑	☐	☐
				Locally developed:	☐	☐	☑	☐	☐	☐				

Question 3.4.1 Are LEAs allowed to exempt students with disabilities (with an IEP or Section 504 Plan) from the assessments in this component?

If Yes, mark the exemption criteria and whether the criteria are state or locally developed, and who makes the decision.

					Criteria							Who makes the decision?		
State	Component	Yes	No		Type or severity of disability	Time spent in special education settings or programs	Alignment of student's instructional goals and test content	Coursework completed in regular education settings	Special Ed. students not part of norming sample	Other (Please specify)		IEP Committee	Parents alone	Other (Please specify)
CT	Connecticut Mastery Test (CMT)	☑	☐	State developed:	☐	☐	☑	☐	☐	☑	The only formal criteria in state guidelines are the alignment of students instructional goal and test content. However, the IEP decision making process most probably considers the other criteria checked above.	☑	☐	☐
				Locally developed:	☐	☐	☑	☐	☐	☐				
DC	Stanford Achievement Tests-Ninth Edition	☑	☐	State developed:	☑	☐	☐	☐	☐	☐	The assessment status for a special education student must be identified on the IEP at the time that the IEP conference is held.	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐				
DE	Delaware Student Testing Program - Mathematics NRT	☑	☐	State developed:	☐	☐	☐	☐	☐	☑	Functional Life Skills Curricula	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐				
	Delaware Student Testing Program - Reading NRT	☑	☐	State developed:	☐	☐	☐	☐	☐	☑	Functional Life Skills Curricula	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐				
	Delaware Student Testing Program - Science 8 & 11	☑	☐	State developed:	☐	☐	☐	☐	☐	☑	Functional Life Skills Curricula	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐				
	Delaware Student Testing Program - Social Studies 8 & 11	☑	☐	State developed:	☐	☐	☐	☐	☐	☑	Functional Life Skills Curricula	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐				
	Delaware Student Testing Program - Standards-Based Mathematics	☑	☐	State developed:	☐	☐	☐	☐	☐	☑	Functional Life Skills Curricula	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐				
	Delaware Student Testing Program - Standards-Based Reading	☑	☐	State developed:	☐	☐	☐	☐	☐	☑	Functional Life Skills Curricula	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐				
	Delaware Student Testing Program - Standards-Based Writing	☑	☐	State developed:	☐	☐	☐	☐	☐	☑	Functional Life Skills Curricula	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐				

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If Yes, mark the exemption criteria and whether the criteria are state or locally developed, and who makes the decision.

					Criteria							Who makes the decision?		
State	Component	Yes	No		Type or severity of disability	Time spent in special education settings or programs	Alignment of student's instructional goals and test content	Coursework completed in regular education settings	Special Ed. students not part of norming sample	Other (Please specify)		IEP Committee	Parents alone	Other (Please specify)
DoDEA	CTB TerraNova Multiple Assessment	☑	☐	State developed:	☑	☐	☑	☐	☐	☐		☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐				
FL	No Response to 1999-2000 Survey	☐	☐	State developed:	☐	☐	☐	☐	☐	☐		☐	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐				
GA	Criterion-Referenced Competency Tests (CRCT)	☑	☐	State developed:	☐	☐	☐	☐	☐	☐		☑	☐	☐
				Locally developed:	☑	☐	☐	☐	☐	☐				
	Georgia High School Graduation Tests (GHSGT)	☑	☐	State developed:	☐	☐	☐	☐	☐	☑	Special Education Diploma	☑	☐	☑ Parents participate on the IEP Committee
				Locally developed:	☐	☐	☐	☐	☐	☐				
	Georgia Kindergarten Assessment Program-Revised (GKAP-R)	☑	☐	State developed:	☑	☐	☑	☐	☐	☐		☑	☐	☐
				Locally developed:	☑	☐	☑	☐	☐	☐				
	Iowa Tests of Basic Skills	☑	☐	State developed:	☐	☐	☐	☐	☐	☐		☑	☐	☐
				Locally developed:	☑	☐	☐	☐	☐	☐				
	Writing Test	☑	☐	State developed:	☑	☐	☑	☐	☐	☐		☑	☐	☐
				Locally developed:	☑	☐	☑	☐	☐	☐				
GU	SAT9 Norm-Referenced Test	☑	☐	State developed:	☑	☐	☐	☐	☐	☐		☑	☐	☐
				Locally developed:	☑	☐	☐	☐	☐	☐				
HI	Stanford Achievement Test 9th Ed. Abbreviated	☑	☐	State developed:	☑	☑	☐	☐	☐	☐		☑	☐	☐
				Locally developed:	☐	☐	☑	☐	☐	☐				
IA	Standardized Testing ITBS and ITED	☑	☐	State developed:	☐	☐	☐	☐	☐	☐	determination of participation is made on an individual basis	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☑				
ID	Math Assessment	☑	☐	State developed:	☑	☑	☐	☐	☐	☐		☑	☑	☐
				Locally developed:	☑	☑	☑	☐	☐	☐				

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If Yes, mark the exemption criteria and whether the criteria are state or locally developed, and who makes the decision.

State	Component	Yes	No		Criteria: Type or severity of disability	Criteria: Time spent in special education settings or programs	Criteria: Alignment of student's instructional goals and test content	Criteria: Coursework completed in regular education settings	Criteria: Special Ed. students not part of norming sample	Criteria: Other (Please specify)	Who makes the decision?: IEP Committee	Who makes the decision?: Parents alone	Who makes the decision?: Other (Please specify)
ID	Norm-Referenced Test	☑	☐	State developed:	☐	☑	☐	☑	☑	☐	☑	☐	☐
				Locally developed:	☑	☐	☑	☐	☑	☐			
	Writing Assessment	☑	☐	State developed:	☑	☑	☐	☑	☐	☐	☐	☐	☐
				Locally developed:	☑	☑	☐	☑	☐	☐			
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	☑	☐	State developed:	☐	☐	☐	☐	☐	☐	☑	☐	☐
				Locally developed:	☑	☑	☑	☑	☐	☐			
IN	Statewide Assessment	☑	☐	State developed:	☐	☐	☐	☐	☐	☐	☑	☐	☐
				Locally developed:	☑	☑	☑	☑	☐	☐			
KS	Kansas Assessment Program	☑	☐	State developed:	☐	☐	☐	☐	☐	☐	☑	☐	☐
				Locally developed:	☐	☐	☑	☐	☐	☐			
KY	Alternate Portfolio	☐	☑	State developed:	☐	☐	☐	☐	☐	☐	☐	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
	KCCT On-Demand	☐	☑	State developed:	☐	☐	☐	☐	☐	☐	☐	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
	National Norm-Referenced Test	☐	☑	State developed:	☐	☐	☐	☐	☐	☐	☐	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
	Writing Portfolio Assessment	☐	☑	State developed:	☐	☐	☐	☐	☐	☐	☐	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
LA	Graduation Exit Examination (GEE)	☐	☑	State developed:	☐	☐	☐	☐	☐	☐	☐	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
	LEAP 21 Grades 4, 8	☐	☑	State developed:	☐	☐	☐	☐	☐	☐	☐	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			

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If Yes, mark the exemption criteria and whether the criteria are state or locally developed, and who makes the decision.

					Criteria							Who makes the decision?			
State	Component	Yes	No		Type or severity of disability	Time spent in special education settings or programs	Alignment of student's instructional goals and test content	Coursework completed in regular education settings	Special Ed. students not part of norming sample	Other (Please specify)		IEP Committee	Parents alone	Other (Please specify)	
LA	The Iowa Tests, Complete Battery	☐	☑	State developed:	☐	☐	☐	☐	☐	☐		☐	☐	☐	
				Locally developed:	☐	☐	☐	☐	☐	☐					
MA	Massachusetts Comprehensive Assessment System (MCAS)	☐	☑	State developed:	☐	☐	☐	☐	☐	☐		☐	☐	☐	
				Locally developed:	☐	☐	☐	☐	☐	☐					
MD	High School Assessments	☐	☑	State developed:	☐	☐	☐	☐	☐	☐		☐	☐	☐	
				Locally developed:	☐	☐	☐	☐	☐	☐					
	Maryland Functional Tests	☐	☑	State developed:	☐	☐	☐	☐	☐	☐		☐	☐	☐	
				Locally developed:	☐	☐	☐	☐	☐	☐					
	Maryland School Performance Assessment Program (MSPAP)	☑	☐	State developed:	☐	☐	☐	☐	☐	☑	Alignment of student's instructional goals. Student's instructional goals are not the Maryland Learning Outcomes; student is not seeking a Maryland state diploma. The student has alternate instructional goals and is seeking a certificate.	☑	☐	☐	
				Locally developed:	☐	☐	☐	☐	☐	☐					
ME	Maine Educational Assessment	☑	☑	State developed:	☐	☐	☐	☐	☐	☐	Recommend for Alternate Assessment	☐	☐	☑	The intent is to include not exclude any students
				Locally developed:	☐	☐	☐	☐	☐	☐					
MI	Grade 4 and 7 Reading and Mathematics	☑	☐	State developed:	☐	☐	☐	☐	☐	☐	IEP Team	☑	☐	☐	
				Locally developed:	☐	☐	☐	☐	☐	☐					
	Grade 5 and 8 Science, Social Studies, and Writing	☑	☐	State developed:	☐	☐	☐	☐	☐	☐	IEP determines	☑	☐	☐	
				Locally developed:	☐	☐	☐	☐	☐	☐					
	MEAP High School Test	☑	☐	State developed:	☐	☐	☐	☐	☐	☐	IEP Team	☑	☐	☐	
				Locally developed:	☐	☐	☐	☐	☐	☐					

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State	Component	Yes	No		Criteria: Type or severity of disability	Time spent in special education settings or programs	Alignment of student's instructional goals and test content	Coursework completed in regular education settings	Special Ed. students not part of norming sample	Other (Please specify)		Who makes the decision?: IEP Committee	Parents alone	Other (Please specify)	
MN	Basic Standards Tests	☑	☐	State developed:	☑	☐	☑	☐	☐	☐		☑	☐	☐	
				Locally developed:	☐	☐	☐	☐	☐	☐					
	Minnesota Comprehensive Assessments	☑	☐	State developed:	☑	☐	☑	☐	☐	☐		☑	☐	☐	
				Locally developed:	☐	☐	☐	☐	☐	☐					
MO	MAP	☑	☐	State developed:	☐	☐	☐	☐	☐	☐		☑	☐	☐	
				Locally developed:	☑	☑	☑	☑	☐	☐					
MP	Stanford Achievement Test, Ninth Edition	☑	☐	State developed:	☑	☐	☑	☐	☐	☐		☑	☐	☐	
				Locally developed:	☑	☐	☑	☐	☐	☐					
MS	Career Planning and Assessment System	☑	☐	State developed:	☐	☐	☐	☐	☐	☐	Did not complete all program objectives	☑	☐	☐	
				Locally developed:	☐	☐	☐	☐	☐	☐					
	Functional Literacy Examination	☑	☐	State developed:	☐	☐	☐	☐	☐	☑	SPED students not pursuing a high school diploma	☐	☐	☑	Parents, IEP Committee
				Locally developed:	☐	☐	☐	☐	☐	☐					
	Norm-Referenced Testing	☑	☐	State developed:	☑	☑	☑	☑	☑	☐		☑	☐	☐	
				Locally developed:	☑	☐	☐	☐	☐	☐					
MT	Student Assessment Requirement	☑	☐	State developed:	☑	☐	☑	☑	☐	☐	Inability to benefit from test results.	☑	☐	☐	
				Locally developed:	☑	☐	☑	☑	☐	☐					
NC	NC Annual Testing Program	☑	☐	State developed:	☑	☐	☑	☐	☐	☐		☑	☐	☐	
				Locally developed:	☑	☐	☑	☐	☐	☐					
	NC Testing Program - Competency Testing	☑	☐	State developed:	☑	☐	☑	☐	☐	☐		☑	☐	☐	
				Locally developed:	☑	☐	☑	☐	☐	☐					
	NC Tests of Computer Skills	☑	☐	State developed:	☑	☐	☑	☐	☐	☐		☑	☐	☐	
				Locally developed:	☐	☐	☐	☐	☐	☐					

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If Yes, mark the exemption criteria and whether the criteria are state or locally developed, and who makes the decision.

State	Component	Yes	No		Criteria: Type or severity of disability	Criteria: Time spent in special education settings or programs	Criteria: Alignment of student's instructional goals and test content	Criteria: Coursework completed in regular education settings	Criteria: Special Ed. students not part of norming sample	Criteria: Other (Please specify)	Who makes the decision?: IEP Committee	Who makes the decision?: Parents alone	Who makes the decision?: Other (Please specify)
NC	Norm-Referenced Testing Program	☑	☐	State developed:	☑	☐	☑	☐	☐	☐	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☑	☐	State developed:	☑	☐	☐	☐	☐	☑ If the student's IEP states that the student will take the test in a non-standardized manner or if the IEP excludes the student from the assessment. We list many accommodations that can be employed that do not jeopardize standardization. We encourage as many students to be assessed as possible. We have done this since spring of 1990. Most of our students with IEPs have always been included in the assessment. This holds true not only for this assessment component but for the National Assessment of Educational Progress as well.	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☑			
NE	No State Assessments 1999-2000	☐	☑	State developed:	☐	☐	☐	☐	☐	☐	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
NH	NH Educational Improvement and Assessment Program	☑	☐	State developed:	☐	☐	☐	☐	☐	☐	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
NJ	Elementary School Proficiency Assessment	☑	☐	State developed:	☐	☐	☐	☑	☐	☐ IEP must specify test	☑	☐	☐
				Locally developed:	☑	☑	☑	☐	☐	☑ exemption in each subject area			
	Grade 11 High School Proficiency Test	☑	☐	State developed:	☐	☐	☐	☑	☐	☐ IEP must specify test	☑	☐	☐
				Locally developed:	☑	☑	☑	☐	☐	☑ exemption in each subject area.			
	Grade Eight Proficiency Assessment	☑	☐	State developed:	☐	☐	☐	☑	☐	☐ IEP must specify test	☑	☐	☐
				Locally developed:	☑	☑	☑	☐	☐	☑ exemption in each subject area			

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NM	NM Achievement Assessment	☑	☐	State developed:	☐	☐	☐	☐	☐	☐	☑	☐	☐
				Locally developed:	☑	☑	☑	☑	☑	☐			
	NM High School Competency Exam	☑	☐	State developed:	☐	☐	☐	☐	☐	☐	☑	☐	☐
				Locally developed:	☑	☑	☑	☑	☑	☑			
	NM Writing Assessment Program	☑	☐	State developed:	☐	☐	☐	☐	☐	☐ IEP determination	☑	☐	☐
				Locally developed:	☑	☑	☑	☑	☑	☑			
	Reading Assessments for Grades 1 and 2	☑	☐	State developed:	☐	☐	☐	☐	☐	☐	☑	☐	☐
				Locally developed:	☑	☑	☑	☑	☑	☐			
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	☑	☐	State developed:	☐	☐	☐	☐	☐	☐	☑	☐	☐
				Locally developed:	☑	☑	☑	☑	☐	☐			
	High School Proficiency Examination	☑	☐	State developed:	☐	☐	☐	☐	☐	☐ Student's IEP committee elects for student to earn alternate diploma	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☑			
	Norm-Referenced Testing at Grades 4, 8, and 10	☑	☐	State developed:	☐	☐	☐	☐	☐	☐ If written in IEP	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☑			
NY	New York State Testing Program	☑	☐	State developed:	☐	☐	☐	☐	☐	☐	☑	☐	☐
				Locally developed:	☑	☐	☑	☐	☐	☐			
	Occupational Education Proficiency Examinations	☐	☑	State developed:	☐	☐	☐	☐	☐	☐	☐	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
	Program Evaluation Tests (PET)	☑	☐	State developed:	☐	☐	☐	☐	☐	☐	☑	☐	☐
				Locally developed:	☑	☐	☑	☐	☐	☐			

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NY	Regents Competency Tests	☑	☐	State developed:	☐	☐	☐	☐	☐	☐	To earn a diploma, students must demonstrate competency in five areas using RCTs or Regents examinations.	☑	☐	☐
				Locally developed:	☑	☐	☑	☐	☐	☐				
	Regents Examination Program	☑	☐	State developed:	☐	☐	☐	☐	☐	☐		☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐				
	Second Language Proficiency Exams	☑	☐	State developed:	☐	☐	☐	☐	☐	☐		☑	☐	☐
				Locally developed:	☑	☐	☑	☐	☐	☐				
OH	12th-Grade Proficiency Testing	☑	☐	State developed:	☐	☐	☐	☐	☐	☐		☑	☐	☐
				Locally developed:	☑	☐	☑	☐	☐	☐				
	4th-Grade Proficiency Testing	☑	☐	State developed:	☐	☐	☐	☐	☐	☐		☑	☐	☐
				Locally developed:	☑	☐	☑	☐	☐	☐				
	6th-Grade Proficiency Testing	☑	☐	State developed:	☐	☐	☐	☐	☐	☐		☑	☐	☐
				Locally developed:	☑	☐	☑	☐	☐	☐				
	9th-Grade Proficiency Testing	☑	☐	State developed:	☐	☐	☐	☐	☐	☐		☑	☐	☐
				Locally developed:	☑	☐	☑	☐	☐	☐				
OK	Oklahoma Core Curriculum Tests - Multiple Choice	☑	☐	State developed:	☐	☐	☐	☐	☐	☐		☑	☐	☐
				Locally developed:	☑	☐	☑	☐	☐	☐				
	Oklahoma Core Curriculum Tests - Writing	☑	☐	State developed:	☐	☐	☐	☐	☐	☐		☑	☐	☐
				Locally developed:	☑	☐	☑	☐	☐	☐				
OR	Reading, Writing, Science, and Mathematics Assessment	☑	☐	State developed:	☐	☐	☑	☑	☐	☐		☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐				
PA	Reading, Mathematics	☑	☐	State developed:	☐	☐	☐	☐	☐	☐		☑	☐	☐
				Locally developed:	☑	☑	☑	☑	☑	☐				

Question 3.4.1 Are LEAs allowed to exempt students with disabilities (with an IEP or Section 504 Plan) from the assessments in this component?

If Yes, mark the exemption criteria and whether the criteria are state or locally developed, and who makes the decision.

					Criteria						Who makes the decision?		
State	Component	Yes	No		Type or severity of disability	Time spent in special education settings or programs	Alignment of student's instructional goals and test content	Coursework completed in regular education settings	Special Ed. students not part of norming sample	Other (Please specify)	IEP Committee	Parents alone	Other (Please specify)
PR	Pruebas Puertorriqueñas de Competencias Escolares	☐	☑	State developed:	☐	☐	☐	☐	☐	☐	☐	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
RI	English Lang. Arts & Math Performance Assessment	☑	☐	State developed:	☑	☐	☑	☐	☐	☐ If eligible for Alternate Assessment system	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
	Health Education Performance Assessment	☑	☐	State developed:	☑	☐	☑	☐	☐	☐ If eligible for Alternate Assessment system	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
	Writing Performance Assessment	☑	☐	State developed:	☑	☐	☑	☐	☐	☐ If eligible for Alternate Assessment system	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
SC	Criterion-Referenced Tests - BSAP - High School Exit Examination	☑	☐	State developed:	☐	☐	☐	☐	☐	☐	☑	☐	☐
				Locally developed:	☑	☐	☑	☐	☐	☐			
	Criterion-Referenced Tests - PACT grades 3 - 8	☑	☐	State developed:	☐	☐	☐	☐	☐	☐	☑	☐	☐
				Locally developed:	☑	☐	☐	☐	☐	☐			
	Criterion-Referenced Tests - Readiness Test	☐	☑	State developed:	☐	☐	☐	☐	☐	☐	☐	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
	Norm-Referenced Testing - TerraNova sample testing	☑	☐	State developed:	☐	☐	☐	☐	☐	☐ IEP Decision	☑	☐	☐
				Locally developed:	☑	☐	☐	☐	☐	☐			
SD	Stanford Achievement Test, Ninth Edition	☑	☐	State developed:	☑	☐	☐	☑	☐	☐	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
	Stanford Writing Assessment Program, Third Edition	☑	☐	State developed:	☑	☐	☐	☑	☐	☐	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
TN	Achievement Test (3-8)	☑	☐	State developed:	☐	☐	☐	☐	☐	☐	☑	☐	☐
				Locally developed:	☑	☐	☐	☐	☐	☐			

Question 3.4.1 Are LEAs allowed to exempt students with disabilities (with an IEP or Section 504 Plan) from the assessments in this component?

If Yes, mark the exemption criteria and whether the criteria are state or locally developed, and who makes the decision.

State	Component	Yes	No		Criteria: Type or severity of disability	Criteria: Time spent in special education settings or programs	Criteria: Alignment of student's instructional goals and test content	Criteria: Coursework completed in regular education settings	Criteria: Special Ed. students not part of norming sample	Criteria: Other (Please specify)	Who makes the decision?: IEP Committee	Who makes the decision?: Parents alone	Who makes the decision?: Other (Please specify)
TN	Competency Test	☑	☐	State developed:	☑	☐	☐	☐	☐	☐	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
	High School End of Course	☑	☐	State developed:	☐	☐	☐	☐	☐	☐	☑	☐	☐
				Locally developed:	☑	☐	☑	☑	☐	☐			
	TCAP Writing Assessment (4, 7, 11)	☑	☐	State developed:	☐	☐	☐	☐	☐	☐	☑	☐	☐
				Locally developed:	☑	☑	☑	☐	☐	☐			
TX	Reading Proficiency Tests in English (RPTE)	☑	☐	State developed:	☐	☐	☐	☐	☐	☐ ARD committees may exempt special education students with an IEP plan; students under Section 504 may not be exempted. Students with an IEP plan may be exempted if their disability is such that their IEP plan does not include instruction in reading at least at the level of reading simple English words.	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☑	☐	State developed:	☐	☐	☐	☐	☐	☐ ARD committees may exempt special education students; students under Section 504 may not be exempted.	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
UT	Core Curriculum Testing (Perf. Assessment)	☑	☐	State developed:	☑	☐	☐	☑	☐	☐	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
	Norm-Referenced Testing	☑	☐	State developed:	☑	☑	☑	☐	☐	☐	☑	☐	☑ 504 Team
				Locally developed:	☐	☐	☐	☐	☐	☐			
	Utah Core Assessment CRT Program	☑	☐	State developed:	☑	☑	☐	☐	☐	☑ Any other reasons for exemption should be specified in the IEP	☑	☐	☑ 504 committee/group
				Locally developed:	☐	☐	☐	☐	☐	☐			

Question 3.4.1 Are LEAs allowed to exempt students with disabilities (with an IEP or Section 504 Plan) from the assessments in this component?

If Yes, mark the exemption criteria and whether the criteria are state or locally developed, and who makes the decision.

					Criteria						Who makes the decision?		
State	Component	Yes	No		Type or severity of disability	Time spent in special education settings or programs	Alignment of student's instructional goals and test content	Coursework completed in regular education settings	Special Ed. students not part of norming sample	Other (Please specify)	IEP Committee	Parents alone	Other (Please specify)
VA	Standards of Learning (SOL) Assessment Program	☑	☐	State developed:	☐	☐	☑	☐	☐	☑ State Guidelines	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
	Virginia Literacy Testing Program	☑	☐	State developed:	☐	☐	☐	☐	☐	☑ State guidelines; decision of committee	☑	☐	☐
				Locally developed:	☐	☐	☑	☐	☐	☐			
	Virginia State Assessment NRT Program	☑	☐	State developed:	☐	☐	☐	☐	☐	☑ Guidelines	☑	☐	☐
				Locally developed:	☐	☐	☑	☐	☐	☐			
VI	Terra Nova Assessments Series	☑	☐	State developed:	☑	☐	☑	☐	☑	☐	☑	☐	☐
				Locally developed:	☐	☐	☑	☐	☑	☐			
VT	Standard's Referenced Exams (NSRE)	☐	☑	State developed:	☐	☐	☐	☐	☐	☐	☐	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
	Vermont Developmental Reading Assessment	☑	☐	State developed:	☐	☐	☑	☐	☐	☑ Educational or emotional detriment	☐	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
WA	Norm-Referenced Testing	☑	☐	State developed:	☐	☐	☐	☐	☐	☐	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
	Second Grade Reading	☑	☐	State developed:	☐	☐	☐	☐	☐	☑ Specified in IEP	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
	Washington Assessment of Student Learning	☑	☐	State developed:	☐	☐	☐	☐	☐	☐	☑	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			

Question 3.4.1 Are LEAs allowed to exempt students with disabilities (with an IEP or Section 504 Plan) from the assessments in this component?

If Yes, mark the exemption criteria and whether the criteria are state or locally developed, and who makes the decision.

State	Component	Yes	No		Criteria: Type or severity of disability	Criteria: Time spent in special education settings or programs	Criteria: Alignment of student's instructional goals and test content	Criteria: Coursework completed in regular education settings	Criteria: Special Ed. students not part of norming sample	Criteria: Other (Please specify)	Who makes the decision?: IEP Committee	Who makes the decision?: Parents alone	Who makes the decision?: Other (Please specify)
WI	Reading Comprehension	☑	☐	State developed:	☐	☐	☑	☐	☐	☐	☑	☐	☐
				Locally developed:	☑	☑	☑	☑	☐	☑ Students with disabilities are expected to be included if they are able to demonstrate at least some of the knowledge and skills on the WRCT with appropriate accommodations. This is the key criterion for inclusion--Excerpted from DPI Guidelines.			
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☑	☐	State developed:	☐	☐	☑	☑	☐	☑	☑	☐	☐
				Locally developed:	☑	☑	☑	☑	☐	☑ State policy is to include all students with disabilities if they are able to demonstrate at least some of the knowledge and skills on the "Wisconsin Knowledge and Concepts Examinations (WKCE) subject area tests.			
WV	ACT Explore	☑	☐	State developed:	☑	☐	☐	☐	☐	☐	☑	☐	☐
				Locally developed:	☑	☐	☐	☐	☐	☐			
	ACT Work Keys	☑	☐	State developed:	☐	☐	☐	☐	☐	☐	☑	☐	☐
				Locally developed:	☐	☑	☑	☑	☐	☐			
	National Assessment of Educational Progress	☑	☐	State developed:	☐	☐	☐	☐	☐	☐ For each grade tested (Grades 4 & 8), there were two samples. One group was allowed accommodations; one was not.	☐	☐	☑ Federal guidelines are followed.
				Locally developed:	☐	☐	☐	☐	☐	☐			
	Norm-referenced Test	☐	☑	State developed:	☐	☐	☐	☐	☐	☐	☐	☐	☐
				Locally developed:	☐	☐	☐	☐	☐	☐			
	Writing Assessment	☑	☐	State developed:	☑	☐	☐	☐	☐	☐	☑	☐	☐
				Locally developed:	☑	☐	☐	☐	☐	☐			

Question 3.4.1 Are LEAs allowed to exempt students with disabilities (with an IEP or Section 504 Plan) from the assessments in this component?

If Yes, mark the exemption criteria and whether the criteria are state or locally developed, and who makes the decision.

State	Component	Yes	No		Criteria						Who makes the decision?		
					Type or severity of disability	Time spent in special education settings or programs	Alignment of student's instructional goals and test content	Coursework completed in regular education settings	Special Ed. students not part of norming sample	Other (Please specify)	IEP Committee	Parents alone	Other (Please specify)
WY	Carl Perkins Assessment	☑	☐	State developed:	☑	☐	☐	☐	☐	☐	☐	☐	☑ SEA after request from LEA
				Locally developed:	☐	☐	☐	☐	☐	☐			
	Wyoming Comprehensive Assessment System	☑	☐	State developed:	☑	☑	☑	☑	☐	☐	☐	☐	☑ SEA reviews requests from LEAs
				Locally developed:	☐	☐	☐	☐	☐	☐			
	Totals by State	44	12	State developed:	15	5	15	9	2	13	42	2	7
	Totals by Jurisdiction	6	1		6	1	4	0	1	0	6	0	0
	Total	50	13		21	6	19	9	3	13	48	2	7
	Totals by State			Locally developed:	20	11	23	11	3	7			
	Totals by Jurisdiction				2	0	2	0	1	0			
	Total				22	11	25	11	4	7			

Question 3.4.2 Has the number of special education exemptions over the past 2-3 years increased, decreased, or stayed the same?

Question 3.4.3 What has led to this change?

State	Component	Increased	Decreased	Stayed the same	Parent request	Educator request	Public pressure	Legislative or state board action	Other
AK	California Achievement Test, fifth edition	☐	☐	☑	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☐	☐	☐	☐	☐	☐	☐
AL	Alabama Direct Assessment of Writing	☐	☐	☑	☐	☐	☐	☐	☐
	Alabama Early Learning Inventory	☐	☐	☐	☐	☐	☐	☐	☐
	Alabama High School Graduation Exam, Third Edition	☐	☐	☐	☐	☐	☐	☐	☐
	Alabama Reading Assessment: Grade 1	☐	☐	☐	☐	☐	☐	☐	☐
	Alabama Reading Assessment: Grade 2	☐	☐	☐	☐	☐	☐	☐	☐
	Stanford Achievement Test, 9th edition	☑	☐	☐	☐	☐	☐	☑	☐
AR	Criterion-Referenced Testing	☐	☐	☑	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☐	☑	☐	☐	☐	☐	☐
AS	Stanford Achievement Test Ninth Edition	☐	☐	☑	☐	☑	☐	☑	☐
AZ	CRT: Arizona's Instrument to Measure Standards (AIMS)	☐	☐	☐	☐	☐	☐	☐	☐
	NRT: Stanford Achievement Test, Ninth Edition	☐	☐	☐	☐	☐	☐	☐	☐
CA	Assessments in Career Education	☐	☐	☐	☐	☐	☐	☐	☐
	CHSPE	☐	☐	☐	☐	☐	☐	☐	☐
	GED	☐	☐	☐	☐	☐	☐	☐	☐
	Golden State Exams	☐	☐	☐	☐	☐	☐	☐	☐
	Physical Fitness Test	☐	☐	☐	☐	☐	☐	☐	☑ Unknown - no previous data for 3.4.2 and 3.4.3

Question 3.4.2 Has the number of special education exemptions over the past 2-3 years increased, decreased, or stayed the same?

Question 3.4.3 What has led to this change?

State	Component	Increased	Decreased	Stayed the same	Parent request	Educator request	Public pressure	Legislative or state board action	Other
CA	Standardized Testing and Reporting Program (STAR)	☑	☐	☐	☐	☐	☐	☐	☑ IEP teams have become more aware of options. Some pressure based on school accountability
CO	Reading, Writing, Mathematics, and Science	☐	☐	☑	☐	☐	☐	☐	☐
CT	Connecticut Academic Performance Test (CAPT)	☐	☐	☑	☐	☐	☐	☐	☐
	Connecticut Mastery Test (CMT)	☐	☐	☑	☐	☐	☐	☐	☐
DC	Stanford Achievement Tests- Ninth Edition	☐	☑	☐	☑	☐	☐	☑	☑ School accountability
DE	Delaware Student Testing Program - Mathematics NRT	☐	☑	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Reading NRT	☐	☑	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Science 8 & 11	☐	☐	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Social Studies 8 & 11	☐	☐	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Mathematics	☐	☑	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Reading	☐	☑	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Writing	☐	☑	☐	☐	☐	☐	☐	☐
DoDEA	CTB TerraNova Multiple Assessment	☐	☑	☐	☐	☐	☐	☐	☑ Clarification concerning accommodations from Headquarters and staff development

Question 3.4.2 Has the number of special education exemptions over the past 2-3 years increased, decreased, or stayed the same?

Question 3.4.3 What has led to this change?

State	Component	Increased	Decreased	Stayed the same	Parent request	Educator request	Public pressure	Legislative or state board action	Other
FL	No Response to 1999-2000 Survey	☐	☐	☐	☐	☐	☐	☐	☐
GA	Criterion-Referenced Competency Tests (CRCT)	☐	☐	☐	☐	☐	☐	☐	☐
	Georgia High School Graduation Tests (GHSGT)	☐	☑	☐	☐	☐	☐	☑	☐
	Georgia Kindergarten Assessment Program-Revised (GKAP-R)	☐	☐	☑	☐	☐	☐	☐	☐
	Iowa Tests of Basic Skills	☐	☑	☐	☑	☑	☐	☐	☐
	Writing Test	☐	☑	☐	☐	☐	☐	☑	☐
GU	SAT9 Norm-Referenced Test	☐	☐	☑	☐	☐	☐	☐	☐
HI	Stanford Achievement Test 9th Ed. Abbreviated	☑	☐	☐	☑	☑	☐	☐	☐
IA	Standardized Testing ITBS and ITED	☐	☐	☑	☐	☐	☐	☐	☐
ID	Math Assessment	☐	☑	☐	☑	☑	☐	☐	☐
	Norm-Referenced Test	☐	☑	☐	☑	☑	☐	☐	☑ Federal guidelines
	Writing Assessment	☐	☑	☐	☑	☑	☐	☐	☑ Federal guidelines
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	☐	☐	☑	☐	☐	☐	☐	☐
IN	Statewide Assessment	☐	☑	☐	☐	☐	☐	☑	☑ Graduation requirement, increased awareness, impending federal mandate, accommodations, switch to CRT
KS	Kansas Assessment Program	☐	☑	☐	☐	☑	☐	☐	☑ State Department encouragement
KY	Alternate Portfolio	☐	☐	☑	☐	☐	☐	☐	☐

Question 3.4.2 Has the number of special education exemptions over the past 2-3 years increased, decreased, or stayed the same?

Question 3.4.3 What has led to this change?

State	Component	Increased	Decreased	Stayed the same	Parent request	Educator request	Public pressure	Legislative or state board action	Other
KY	KCCT On-Demand	☐	☐	☑	☐	☐	☐	☐	☐
	National Norm-Referenced Test	☐	☐	☑	☐	☐	☐	☐	☐
	Writing Portfolio Assessment	☐	☐	☑	☐	☐	☐	☐	☐
LA	Graduation Exit Examination (GEE)	☐	☐	☑	☐	☐	☐	☐	☐
	LEAP 21 Grades 4, 8	☐	☐	☑	☐	☐	☐	☐	☐
	The Iowa Tests, Complete Battery	☐	☐	☑	☐	☐	☐	☐	☐
MA	Massachusetts Comprehensive Assessment System (MCAS)	☐	☐	☐	☐	☐	☐	☐	☐
MD	High School Assessments	☐	☐	☐	☐	☐	☐	☐	☐
	Maryland Functional Tests	☐	☐	☐	☐	☐	☐	☐	☐
	Maryland School Performance Assessment Program (MSPAP)	☐	☑	☐	☐	☐	☐	☐	☑ State audits of exemptions. State and local education of IEP committees.
ME	Maine Educational Assessment	☐	☑	☐	☐	☐	☐	☐	☑ Change in IDEA rules
MI	Grade 4 and 7 Reading and Mathematics	☑	☐	☐	☐	☐	☐	☐	☑ Unknown
	Grade 5 and 8 Science, Social Studies, and Writing	☑	☐	☐	☐	☐	☐	☐	☑ Unknown
	MEAP High School Test	☑	☐	☐	☐	☐	☐	☐	☐ Unknown
MN	Basic Standards Tests	☐	☐	☑	☐	☐	☐	☐	☐
	Minnesota Comprehensive Assessments	☐	☐	☑	☐	☐	☐	☐	☐
MO	MAP	☐	☐	☑	☐	☐	☐	☐	☐
MP	Stanford Achievement Test, Ninth Edition	☐	☐	☑	☐	☐	☐	☐	☐

Question 3.4.2 Has the number of special education exemptions over the past 2-3 years increased, decreased, or stayed the same?

Question 3.4.3 What has led to this change?

State	Component	Increased	Decreased	Stayed the same	Parent request	Educator request	Public pressure	Legislative or state board action	Other
MS	Career Planning and Assessment System	☐	☐	☐	☐	☐	☐	☐	☑ New coding guidelines allow testing but exclusion of results for non-completers
	Functional Literacy Examination	☐	☐	☑	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☐	☑	☐	☐	☐	☐	☐
MT	Student Assessment Requirement	☐	☐	☑	☐	☐	☐	☐	☐
NC	NC Annual Testing Program	☑	☐	☐	☐	☐	☐	☐	☑ Greater awareness of IDEA mandates
	NC Testing Program - Competency Testing	☐	☐	☑	☑	☑	☐	☐	☑ Tests are mandated as a graduation requirement-no exceptions.
	NC Tests of Computer Skills	☐	☐	☑	☐	☐	☐	☐	☑ Tests mandated as a graduation requirement
	Norm-Referenced Testing Program	☐	☐	☑	☐	☐	☐	☐	☑ No significant difference.
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☐	☐	☑	☐	☐	☐	☐	☐
NE	No State Assessments 1999-2000	☐	☑	☐	☐	☐	☐	☑	☑ Impending federal requirements
NH	NH Educational Improvement and Assessment Program	☐	☑	☐	☐	☐	☐	☐	☑ Increased awareness of testing modifications and of the benefit of testing as many students as possible
NJ	Elementary School Proficiency Assessment	☐	☐	☑	☐	☐	☐	☐	☐
	Grade 11 High School Proficiency Test	☐	☐	☑	☐	☐	☐	☐	☐
	Grade Eight Proficiency Assessment	☐	☐	☑	☐	☐	☐	☐	☐
NM	NM Achievement Assessment	☑	☐	☐	☐	☐	☐	☐	☑ Local determination

Question 3.4.2 Has the number of special education exemptions over the past 2-3 years increased, decreased, or stayed the same?

Question 3.4.3 What has led to this change?

State	Component	Increased	Decreased	Stayed the same	Parent request	Educator request	Public pressure	Legislative or state board action	Other
NM	NM High School Competency Exam	☑	☐	☐	☐	☐	☐	☑	☑ Local determination
	NM Writing Assessment Program	☑	☐	☐	☐	☐	☐	☐	☑ Local determination
	Reading Assessments for Grades 1 and 2	☑	☐	☐	☐	☐	☐	☐	☑ LEA determination
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	☑	☐	☐	☐	☑	☐	☐	☑ Increase in state's population
	High School Proficiency Examination	☑	☐	☐	☐	☐	☐	☐	☑ More difficult exit exams and standards.
	Norm-Referenced Testing at Grades 4, 8, and 10	☐	☐	☑	☐	☐	☐	☐	☐
NY	New York State Testing Program	☐	☐	☑	☐	☐	☐	☐	☐
	Occupational Education Proficiency Examinations	☐	☐	☐	☐	☐	☐	☐	☐
	Program Evaluation Tests (PET)	☐	☐	☑	☐	☐	☐	☐	☐
	Regents Competency Tests	☐	☐	☑	☐	☐	☐	☐	☐
	Regents Examination Program	☐	☐	☐	☐	☐	☐	☐	☐
	Second Language Proficiency Exams	☐	☐	☐	☐	☐	☐	☐	☐
OH	12th-Grade Proficiency Testing	☐	☐	☑	☐	☐	☐	☐	☐
	4th-Grade Proficiency Testing	☐	☐	☑	☐	☐	☐	☐	☐
	6th-Grade Proficiency Testing	☐	☐	☑	☐	☐	☐	☐	☐
	9th-Grade Proficiency Testing	☐	☐	☑	☐	☐	☐	☐	☐
OK	Oklahoma Core Curriculum Tests - Multiple Choice	☐	☑	☐	☐	☐	☐	☑	☐

Question 3.4.2 Has the number of special education exemptions over the past 2-3 years increased, decreased, or stayed the same?

Question 3.4.3 What has led to this change?

State	Component	Increased	Decreased	Stayed the same	Parent request	Educator request	Public pressure	Legislative or state board action	Other
OK	Oklahoma Core Curriculum Tests - Writing	☐	☐	☑	☐	☐	☐	☐	☐
OR	Reading, Writing, Science, and Mathematics Assessment	☐	☑	☐	☐	☐	☐	☐	☑ A better understanding of modifications and accommodations
PA	Reading, Mathematics	☑	☐	☐	☑	☑	☑	☐	☐
PR	Pruebas Puertorriqueñas de Competencias Escolares	☐	☐	☐	☐	☐	☐	☐	☐
RI	English Lang. Arts & Math Performance Assessment	☐	☑	☐	☐	☐	☐	☑	☑ Education reform and IDEA legislation.
	Health Education Performance Assessment	☐	☑	☐	☐	☐	☐	☑	☑ Education reform efforts and IDEA legislation
	Writing Performance Assessment	☐	☑	☐	☐	☐	☐	☑	☑ IDEA and IASA legislation
SC	Criterion-Referenced Tests - BSAP - High School Exit Examination	☐	☐	☑	☐	☐	☐	☐	☐
	Criterion-Referenced Tests - PACT grades 3 - 8	☐	☐	☐	☐	☐	☐	☐	☐
	Criterion-Referenced Tests - Readiness Test	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing - TerraNova sample testing	☐	☐	☐	☐	☐	☐	☐	☐
SD	Stanford Achievement Test, Ninth Edition	☐	☑	☐	☐	☐	☑	☐	☐
	Stanford Writing Assessment Program, Third Edition	☐	☑	☐	☐	☐	☑	☐	☐
TN	Achievement Test (3-8)	☐	☑	☐	☐	☐	☐	☐	☑ Increased number of accommodations
	Competency Test	☐	☑	☐	☐	☐	☐	☐	☐ Increased number of accommodations

		Question 3.4.2 Has the number of special education exemptions over the past 2-3 years increased, decreased, or stayed the same?			Question 3.4.3 What has led to this change?				
State	Component	Increased	Decreased	Stayed the same	Parent request	Educator request	Public pressure	Legislative or state board action	Other
TN	High School End of Course	☐	☑	☐	☐	☐	☑	☐	☐ IDEA
	TCAP Writing Assessment (4, 7, 11)	☐	☑	☐	☐	☐	☐	☐	☐
TX	Reading Proficiency Tests in English (RPTE)	☐	☑	☐	☐	☑	☐	☑	☑ The RPTE baseline administration was in spring 2000.
	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☐	☑	☐	☐	☐	☐	☐	☐
UT	Core Curriculum Testing (Perf. Assessment)	☐	☐	☑	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☐	☑	☐	☐	☐	☐	☐
	Utah Core Assessment CRT Program	☐	☐	☑	☐	☐	☐	☐	☐
VA	Standards of Learning (SOL) Assessment Program	☐	☐	☐	☐	☐	☐	☐	☐
	Virginia Literacy Testing Program	☐	☐	☐	☐	☐	☐	☐	☐
	Virginia State Assessment NRT Program	☐	☐	☑	☐	☐	☐	☐	☐
VI	Terra Nova Assessments Series	☐	☑	☐	☐	☐	☐	☐	☑ Federal mandates
VT	Standard's Referenced Exams (NSRE)	☐	☐	☑	☐	☐	☐	☐	☐
	Vermont Developmental Reading Assessment	☐	☐	☑	☐	☐	☐	☐	☐
WA	Norm-Referenced Testing	☐	☐	☑	☐	☐	☐	☐	☐
	Second Grade Reading	☐	☐	☐	☐	☐	☐	☐	☐
	Washington Assessment of Student Learning	☐	☐	☐	☐	☐	☐	☐	☐

Question 3.4.2 Has the number of special education exemptions over the past 2-3 years increased, decreased, or stayed the same?

Question 3.4.3 What has led to this change?

State	Component	Increased	Decreased	Stayed the same	Parent request	Educator request	Public pressure	Legislative or state board action	Other
WI	Reading Comprehension	☐	☐	☑	☐	☐	☐	☐	☐
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☐	☑	☐	☐	☐	☐	☐	☑ Changes in accountability system
WV	ACT Explore	☐	☑	☐	☐	☐	☐	☑	☐
	ACT Work Keys	☐	☑	☐	☐	☑	☐	☐	☐
	National Assessment of Educational Progress	☐	☑	☐	☐	☐	☐	☑	☐
	Norm-referenced Test	☐	☑	☐	☐	☑	☐	☐	☐
	Writing Assessment	☐	☑	☐	☐	☑	☐	☑	☐
WY	Carl Perkins Assessment	☐	☐	☑	☐	☐	☐	☐	☐
	Wyoming Comprehensive Assessment System	☐	☐	☑	☐	☐	☐	☐	☐
	Totals by State	8	17	28	5	9	3	9	18
	Totals by Jurisdiction	0	3	3	1	1	0	2	3
	Total	8	20	31	6	10	3	11	21

Question 3.4.4 A Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessments used in this component?

A. If Yes, what is the nature of the state accommodations policies?

State	Component	Yes	No	Very specific	General guidelines	Other (Please specify)
AK	California Achievement Test, fifth edition	☑	☐	☑	☐	☐
	Norm-Referenced Testing	☑	☐	☐	☐	☐
AL	Alabama Direct Assessment of Writing	☑	☐	☑	☐	☐
	Alabama Early Learning Inventory	☑	☐	☑	☐	☐
	Alabama High School Graduation Exam, Third Edition	☑	☐	☑	☐	☐
	Alabama Reading Assessment: Grade 1	☑	☐	☑	☐	☐
	Alabama Reading Assessment: Grade 2	☑	☐	☑	☐	☐
	Stanford Achievement Test, 9th edition	☑	☐	☑	☐	☐
AR	Criterion-Referenced Testing	☑	☐	☑	☐	☐
	Norm-Referenced Testing	☑	☐	☑	☐	☐
AS	Stanford Achievement Test Ninth Edition	☑	☐	☑	☐	☐
AZ	CRT: Arizona's Instrument to Measure Standards (AIMS)	☑	☐	☐	☑	☐
	NRT: Stanford Achievement Test, Ninth Edition	☑	☐	☐	☑	☐
CA	Assessments in Career Education	☑	☐	☐	☐	☑ 504 or IEP Specific
	CHSPE	☑	☐	☐	☑	☐
	GED	☐	☐	☑	☐	☐
	Golden State Exams	☑	☐	☑	☐	☑ Based on IEP
	Physical Fitness Test	☑	☐	☐	☑	☐
	Standardized Testing and Reporting Program (STAR)	☑	☐	☐	☑	☐
CO	Reading, Writing, Mathematics, and Science	☑	☐	☑	☐	☐
CT	Connecticut Academic Performance Test (CAPT)	☑	☐	☑	☐	☐
	Connecticut Mastery Test (CMT)	☑	☐	☑	☐	☐
DC	Stanford Achievement Tests- Ninth Edition	☑	☐	☑	☐	☐
DE	Delaware Student Testing Program - Mathematics NRT	☑	☐	☑	☐	☐
	Delaware Student Testing Program - Reading NRT	☑	☐	☑	☐	☐

Question 3.4.4 A Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessments used in this component?

A. If Yes, what is the nature of the state accommodations policies?

State	Component	Yes	No	Very specific	General guidelines	Other (Please specify)
DE	Delaware Student Testing Program - Science 8 & 11	☐	☐	☑	☐	☐
	Delaware Student Testing Program - Social Studies 8 & 11	☑	☐	☑	☐	☐
	Delaware Student Testing Program - Standards-Based Mathematics	☑	☐	☑	☐	☐
	Delaware Student Testing Program - Standards-Based Reading	☐	☐	☑	☐	☐
	Delaware Student Testing Program - Standards-Based Writing	☑	☐	☑	☐	☐
DoDEA	CTB TerraNova Multiple Assessment	☑	☐	☑	☐	☐
FL	No Response to 1999-2000 Survey	☐	☐	☐	☐	☐
GA	Criterion-Referenced Competency Tests (CRCT)	☐	☐	☑	☐	☐
	Georgia High School Graduation Tests (GHSGT)	☑	☐	☑	☐	☐
	Georgia Kindergarten Assessment Program-Revised (GKAP-R)	☑	☐	☑	☐	☐
	Iowa Tests of Basic Skills	☑	☐	☑	☐	☐
	Writing Test	☑	☐	☑	☐	☐
GU	SAT9 Norm-Referenced Test	☑	☐	☐	☑	☐
HI	Stanford Achievement Test 9th Ed. Abbreviated	☑	☐	☐	☑	☐
IA	Standardized Testing ITBS and ITED	☑	☐	☐	☐	☑ Determined by IEP committee
ID	Math Assessment	☑	☐	☐	☑	☐
	Norm-Referenced Test	☑	☐	☐	☑	☐
	Writing Assessment	☑	☐	☐	☑	☐
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	☑	☐	☐	☑	☐
IN	Statewide Assessment	☑	☐	☑	☐	☐
KS	Kansas Assessment Program	☑	☐	☑	☐	☐
KY	Alternate Portfolio	☑	☐	☑	☐	☐
	KCCT On-Demand	☑	☐	☑	☐	☐
	National Norm-Referenced Test	☑	☐	☑	☐	☐
	Writing Portfolio Assessment	☑	☐	☑	☐	☐

Question 3.4.4 A Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessments used in this component?

A. If Yes, what is the nature of the state accommodations policies?

State	Component	Yes	No	Very specific	General guidelines	Other (Please specify)
LA	Graduation Exit Examination (GEE)	☑	☐	☑	☐	☐
	LEAP 21 Grades 4, 8	☑	☐	☑	☐	☐
	The Iowa Tests, Complete Battery	☑	☐	☑	☐	☐
MA	Massachusetts Comprehensive Assessment System (MCAS)	☑	☐	☑	☐	☐
MD	High School Assessments	☑	☐	☑	☐	☐
	Maryland Functional Tests	☑	☐	☑	☐	☐
	Maryland School Performance Assessment Program (MSPAP)	☑	☐	☑	☐	☐
ME	Maine Educational Assessment	☑	☐	☑	☐	☐
MI	Grade 4 and 7 Reading and Mathematics	☑	☐	☐	☑	☐
	Grade 5 and 8 Science, Social Studies, and Writing	☑	☐	☐	☑	☐
	MEAP High School Test	☑	☐	☐	☑	☐
MN	Basic Standards Tests	☑	☐	☐	☑	☐
	Minnesota Comprehensive Assessments	☑	☐	☐	☑	☐
MO	MAP	☑	☐	☐	☑	☐
MP	Stanford Achievement Test, Ninth Edition	☑	☐	☐	☑	☐
MS	Career Planning and Assessment System	☑	☐	☑	☐	☐
	Functional Literacy Examination	☑	☐	☑	☐	☐
	Norm-Referenced Testing	☑	☐	☑	☐	☐
MT	Student Assessment Requirement	☑	☐	☐	☐	☐
NC	NC Annual Testing Program	☑	☐	☐	☑	☐
	NC Testing Program - Competency Testing	☑	☐	☐	☑	☐
	NC Tests of Computer Skills	☑	☐	☐	☑	☐
	Norm-Referenced Testing Program	☐	☑	☐	☐	☐

Question 3.4.4 A Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessments used in this component?

A. If Yes, what is the nature of the state accommodations policies?

State	Component	Yes	No	Very specific	General guidelines	Other (Please specify)
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☑	☐	☑	☑	☑ We have some general guidelines as well as some very specific examples of accommodations. In addition we also state accommodations that jeopardize standardization. The student can take the test with any accommodation that is included in the IEP or Section 504 Plan. The emphasis to include as many students in the assessment as possible as well as following whatever is written in the IEP has been in place since 1990.
NE	No State Assessments 1999-2000	☑	☐	☐	☑	☐
NH	NH Educational Improvement and Assessment Program	☑	☐	☑	☐	☐
NJ	Elementary School Proficiency Assessment	☑	☐	☑	☐	☐
	Grade 11 High School Proficiency Test	☑	☐	☑	☐	☐
	Grade Eight Proficiency Assessment	☑	☐	☑	☐	☐
NM	NM Achievement Assessment	☑	☐	☐	☐	☑ Local IEP determination
	NM High School Competency Exam	☑	☐	☐	☐	☑ IEP determination
	NM Writing Assessment Program	☑	☐	☐	☐	☑ IEP determination
	Reading Assessments for Grades 1 and 2	☑	☐	☐	☐	☑ IEP determination for all categories listed in 3.4.4 B
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	☑	☐	☑	☐	☐
	High School Proficiency Examination	☑	☐	☑	☐	☐
	Norm-Referenced Testing at Grades 4, 8, and 10	☑	☐	☑	☐	☐
NY	New York State Testing Program	☑	☐	☐	☑	☐
	Occupational Education Proficiency Examinations	☑	☐	☐	☑	☐
	Program Evaluation Tests (PET)	☑	☐	☐	☑	☐
	Regents Competency Tests	☑	☐	☐	☑	☐
	Regents Examination Program	☑	☐	☐	☑	☐
	Second Language Proficiency Exams	☑	☐	☐	☑	☐

Question 3.4.4 A Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessments used in this component?

A. If Yes, what is the nature of the state accommodations policies?

State	Component	Yes	No	Very specific	General guidelines	Other (Please specify)
OH	12th-Grade Proficiency Testing	☑	☐	☐	☑	☐
	4th-Grade Proficiency Testing	☑	☐	☐	☑	☐
	6th-Grade Proficiency Testing	☑	☐	☐	☑	☐
	9th-Grade Proficiency Testing	☑	☐	☐	☑	☐
OK	Oklahoma Core Curriculum Tests - Multiple Choice	☑	☐	☐	☑	☐
	Oklahoma Core Curriculum Tests - Writing	☑	☐	☐	☑	☐
OR	Reading, Writing, Science, and Mathematics Assessment	☑	☐	☑	☐	☐
PA	Reading, Mathematics	☑	☐	☐	☐	☑ The state provides a list; however schools can call the department with specific requests. All requests are resolved.
PR	Pruebas Puertorriqueñas de Competencias Escolares	☑	☐	☑	☐	☐
RI	English Lang. Arts & Math Performance Assessment	☑	☐	☑	☐	☐
	Health Education Performance Assessment	☑	☐	☑	☐	☐
	Writing Performance Assessment	☑	☐	☑	☐	☐
SC	Criterion-Referenced Tests - BSAP - High School Exit Examination	☑	☐	☑	☐	☐
	Criterion-Referenced Tests - PACT grades 3 - 8	☑	☐	☑	☐	☐
	Criterion-Referenced Tests - Readiness Test	☐	☑	☐	☐	☐
	Norm-Referenced Testing - TerraNova sample testing	☑	☐	☑	☐	☐
SD	Stanford Achievement Test, Ninth Edition	☑	☐	☐	☑	☐
	Stanford Writing Assessment Program, Third Edition	☑	☐	☐	☑	☐
TN	Achievement Test (3-8)	☑	☐	☑	☐	☐
	Competency Test	☑	☐	☑	☐	☐
	High School End of Course	☑	☐	☑	☐	☐
	TCAP Writing Assessment (4, 7, 11)	☑	☐	☐	☐	☐ IDEA
TX	Reading Proficiency Tests in English (RPTE)	☑	☐	☐	☑	☑ Determined on a case-by-case basis

Question 3.4.4 A Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessments used in this component?

A. If Yes, what is the nature of the state accommodations policies?

State	Component	Yes	No	Very specific	General guidelines	Other (Please specify)
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☑	☐	☐	☑	☑ Determined on a case-by-case basis
UT	Core Curriculum Testing (Perf. Assessment)	☑	☐	☐	☐	☑ Local decision as to who is tested and accommodated.
	Norm-Referenced Testing	☑	☐	☑	☐	☐
	Utah Core Assessment CRT Program	☑	☐	☑	☐	☐
VA	Standards of Learning (SOL) Assessment Program	☑	☐	☑	☐	☐
	Virginia Literacy Testing Program	☑	☐	☑	☐	☐
	Virginia State Assessment NRT Program	☑	☐	☑	☐	☐
VI	Terra Nova Assessments Series	☑	☐	☐	☑	☐
VT	Standard's Referenced Exams (NSRE)	☑	☐	☐	☑	☑ Most accommodations are standard protocols.
	Vermont Developmental Reading Assessment	☑	☐	☐	☑	☑ Most accommodations are standard protocols.
WA	Norm-Referenced Testing	☑	☐	☑	☐	☐
	Second Grade Reading	☑	☐	☐	☑	☐
	Washington Assessment of Student Learning	☑	☐	☑	☐	☐
WI	Reading Comprehension	☑	☐	☐	☑	☐
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☑	☐	☐	☑	☐
WV	ACT Explore	☑	☐	☐	☐	☑ Guidelines are provided by ACT.
	ACT Work Keys	☑	☐	☐	☑	☐
	National Assessment of Educational Progress	☑	☐	☐	☐	☑ Federal NAEP guidelines were followed.
	Norm-referenced Test	☑	☐	☑	☐	☐
	Writing Assessment	☑	☐	☐	☑	☐
WY	Carl Perkins Assessment	☑	☐	☐	☐	☑ Normal course of instruction/performance.
	Wyoming Comprehensive Assessment System	☑	☐	☑	☐	☐
	Totals by State	49	2	29	20	10
	Totals by Jurisdiction	7	0	4	3	0
	Total	56	2	33	23	10

Question 3.4.4 B

Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessment used in this component?
B. If yes, what kind of accommodations are allowed? Check all that apply.

Presentation Format:

State	Component	Oral reading of questions	Braille edition	Use of magnifying glass	Large-print editions	Oral reading of directions	Explanation of directions	Signing of directions	Audio taped directions or questions	Repeating of directions	Interpretation of directions	Templates to reduce visual field	Short segment testing booklets	Other (Please specify)
AK	California Achievement Test, fifth edition	☑	☑	☑	☑	☑	☑	☑	☐	☑	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☑	☑	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
AL	Alabama Direct Assessment of Writing	☑	☑	☑	☑	☑	☐	☑	☐	☑	☑	☑	☐	☑ SDE approval.
	Alabama Early Learning Inventory	☑	☑	☑	☐	☑	☑	☑	☐	☑	☑	☑	☑	☐
	Alabama High School Graduation Exam, Third Edition	☑	☑	☑	☑	☑	☐	☑	☐	☑	☑	☑	☐	☑ SDE approval; amplification equipment (auditory trainer, etc.)
	Alabama Reading Assessment: Grade 1	☑	☑	☑	☐	☑	☑	☑	☐	☑	☑	☑	☑	☐
	Alabama Reading Assessment: Grade 2	☑	☑	☑	☐	☑	☑	☑	☐	☑	☑	☑	☑	☐
	Stanford Achievement Test, 9th edition	☐	☐	☑	☑	☑	☐	☑	☐	☐	☐	☑	☐	☐
AR	Criterion-Referenced Testing	☑	☑	☑	☑	☑	☐	☑	☐	☑	☐	☐	☐	☐
	Norm-Referenced Testing	☑	☑	☑	☑	☑	☐	☑	☐	☑	☐	☐	☐	☐
AS	Stanford Achievement Test Ninth Edition	☑	☐	☐	☐	☐	☑	☑	☐	☑	☐	☐	☐	☐
AZ	CRT: Arizona's Instrument to Measure Standards (AIMS)	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑ as stated in the IEP
	NRT: Stanford Achievement Test, Ninth Edition	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑ as specified in IEP or IAP
CA	Assessments in Career Education	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	CHSPE	☑	☑	☐	☑	☑	☐	☐	☐	☐	☐	☐	☐	☐
	GED	☐	☑	☑	☑	☐	☐	☑	☑	☑	☑	☐	☐	☐

Question 3.4.4 B Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessment used in this component?

B. If yes, what kind of accommodations are allowed? Check all that apply.

Presentation Format:

State	Component	Oral reading of questions	Braille edition	Use of magnifying glass	Large-print editions	Oral reading of directions	Explanation of directions	Signing of directions	Audio taped directions or questions	Repeating of directions	Interpretation of directions	Templates to reduce visual field	Short segment testing booklets	Other (Please specify)
CA	Golden State Exams	☐	☑	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Physical Fitness Test	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Standardized Testing and Reporting Program (STAR)	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☑ use of calculators
CO	Reading, Writing, Mathematics, and Science	☑	☑	☑	☑	☑	☑	☑	☐	☑	☐	☑	☐	☐
CT	Connecticut Academic Performance Test (CAPT)	☑	☑	☑	☑	☑	☑	☑	☐	☑	☐	☐	☐	☐
	Connecticut Mastery Test (CMT)	☑	☑	☑	☑	☑	☑	☑	☐	☑	☐	☐	☐	☐
DC	Stanford Achievement Tests- Ninth Edition	☑	☐	☑	☑	☑	☑	☐	☐	☑	☑	☑	☐	☑ Amplification equipment
DE	Delaware Student Testing Program - Mathematics NRT	☑	☑	☑	☑	☑	☐	☑	☐	☑	☐	☐	☑	☑ Enhanced Lighting, Special Acoustics
	Delaware Student Testing Program - Reading NRT	☐	☑	☑	☑	☑	☐	☑	☐	☑	☐	☐	☑	☑ Enhanced lighting, special acoustics
	Delaware Student Testing Program - Science 8 & 11	☑	☑	☑	☑	☑	☐	☑	☐	☑	☐	☐	☑	☑ Enhanced lighting, special acoustics
	Delaware Student Testing Program - Social Studies 8 & 11	☑	☑	☑	☑	☑	☐	☑	☐	☑	☐	☐	☑	☑ Enhanced lighting, special acoustics
	Delaware Student Testing Program - Standards-Based Mathematics	☑	☑	☑	☑	☑	☐	☑	☐	☑	☐	☐	☑	☑ Enhanced lighting, special acoustics
	Delaware Student Testing Program - Standards-Based Reading	☑	☑	☑	☑	☑	☐	☑	☐	☑	☐	☐	☑	☑ Enhanced lighting, special acoustics

Question 3.4.4 B

Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessment used in this component?
B. If yes, what kind of accommodations are allowed? Check all that apply.

Presentation Format:

State	Component	Oral reading of questions	Braille edition	Use of magnifying glass	Large-print editions	Oral reading of directions	Explanation of directions	Signing of directions	Audio taped directions or questions	Repeating of directions	Interpretation of directions	Templates to reduce visual field	Short segment testing booklets	Other (Please specify)
DE	Delaware Student Testing Program - Standards-Based Writing	☑	☑	☑	☑	☑	☐	☑	☐	☑	☐	☐	☑	☑ Enhanced lighting, special acoustics
DoDEA	CTB TerraNova Multiple Assessment	☑	☑	☑	☑	☑	☑	☑	☐	☑	☑	☐	☐	☑ Key words highlighted in directions
FL	No Response to 1999-2000 Survey	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
GA	Criterion-Referenced Competency Tests (CRCT)	☑	☐	☑	☑	☑	☐	☑	☐	☑	☐	☑	☐	☐
	Georgia High School Graduation Tests (GHSGT)	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐
	Georgia Kindergarten Assessment Program-Revised (GKAP-R)	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☑ Substitute manipulatives
	Iowa Tests of Basic Skills	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐
	Writing Test	☐	☑	☑	☑	☑	☑	☑	☑	☑	☐	☑	☐	☐
GU	SAT9 Norm-Referenced Test	☑	☐	☑	☑	☑	☑	☐	☐	☑	☑	☐	☐	☐
HI	Stanford Achievement Test 9th Ed. Abbreviated	☐	☑	☑	☑	☑	☐	☑	☐	☑	☐	☐	☐	☐
IA	Standardized Testing ITBS and ITED	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑ All if deemed appropriate by the IEP committee
ID	Math Assessment	☑	☑	☑	☑	☑	☐	☑	☐	☑	☐	☑	☐	☐
	Norm-Referenced Test	☐	☑	☑	☑	☑	☐	☑	☐	☑	☐	☑	☐	☐
	Writing Assessment	☑	☑	☑	☑	☑	☐	☑	☐	☐	☐	☑	☐	☐
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐	☐

Question 3.4.4 B

Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessment used in this component?
B. If yes, what kind of accommodations are allowed? Check all that apply.

Presentation Format:

State	Component	Oral reading of questions	Braille edition	Use of magnifying glass	Large-print editions	Oral reading of directions	Explanation of directions	Signing of directions	Audio taped directions or questions	Repeating of directions	Interpretation of directions	Templates to reduce visual field	Short segment testing booklets	Other (Please specify)
IN	Statewide Assessment	☑	☑	☑	☑	☑	☑	☑	☐	☑	☐	☑	☐	☐
KS	Kansas Assessment Program	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐
KY	Alternate Portfolio	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐
	KCCT On-Demand	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐
	National Norm-Referenced Test	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐
	Writing Portfolio Assessment	☑	☐	☐	☐	☐	☑	☑	☐	☑	☑	☑	☐	☐
LA	Graduation Exit Examination (GEE)	☑	☑	☑	☑	☑	☑	☑	☐	☑	☑	☑	☐	☐
	LEAP 21 Grades 4, 8	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐
	The Iowa Tests, Complete Battery	☑	☑	☑	☑	☑	☑	☑	☐	☑	☑	☑	☐	☐
MA	Massachusetts Comprehensive Assessment System (MCAS)	☑	☑	☑	☑	☑	☑	☑	☐	☑	☑	☑	☐	☐
MD	High School Assessments	☑	☑	☑	☑	☑	☐	☑	☑	☑	☐	☑	☐	☐
	Maryland Functional Tests	☑	☑	☑	☑	☑	☐	☑	☑	☑	☐	☑	☑	☐
	Maryland School Performance Assessment Program (MSPAP)	☑	☑	☑	☑	☑	☐	☑	☑	☑	☐	☑	☐	☐
ME	Maine Educational Assessment	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐
MI	Grade 4 and 7 Reading and Mathematics	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☑ IEP determines
	Grade 5 and 8 Science, Social Studies, and Writing	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☑ IEP determines

Question 3.4.4 B Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessment used in this component?

B. If yes, what kind of accommodations are allowed? Check all that apply.

Presentation Format:

State	Component	Oral reading of questions	Braille edition	Use of magnifying glass	Large-print editions	Oral reading of directions	Explanation of directions	Signing of directions	Audio taped directions or questions	Repeating of directions	Interpretation of directions	Templates to reduce visual field	Short segment testing booklets	Other (Please specify)
MI	MEAP High School Test	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☑ IEP determines
MN	Basic Standards Tests	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐
	Minnesota Comprehensive Assessments	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐
MO	MAP	☑	☑	☑	☑	☑	☑	☑	☐	☑	☑	☑	☑	☐
MP	Stanford Achievement Test, Ninth Edition	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐	☐	☐
MS	Career Planning and Assessment System	☑	☐	☑	☑	☑	☐	☑	☐	☑	☐	☐	☐	☑ Paraphrase directions
	Functional Literacy Examination	☐	☑	☑	☑	☑	☐	☑	☐	☐	☐	☐	☐	☑ Hearing aids, auditory trainers, specialized table, signing of Ma and WC subtests
	Norm-Referenced Testing	☐	☐	☑	☑	☑	☐	☑	☐	☑	☑	☑	☐	☑ Special table
MT	Student Assessment Requirement	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
NC	NC Annual Testing Program	☑	☑	☑	☑	☑	☐	☑	☐	☑	☐	☐	☐	☐
	NC Testing Program - Competency Testing	☑	☑	☑	☑	☑	☐	☑	☐	☑	☐	☑	☑	☐
	NC Tests of Computer Skills	☑	☑	☑	☑	☑	☐	☑	☐	☑	☐	☑	☑	☐
	Norm-Referenced Testing Program	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑ Any stated in the IEP or Section 504 Plan.
NE	No State Assessments 1999-2000	☑	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
NH	NH Educational Improvement and Assessment Program	☑	☑	☑	☑	☑	☑	☑	☐	☑	☐	☑	☐	☑

Question 3.4.4 B

Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessment used in this component?
B. If yes, what kind of accommodations are allowed? Check all that apply.

Presentation Format:

State	Component	Oral reading of questions	Braille edition	Use of magnifying glass	Large-print editions	Oral reading of directions	Explanation of directions	Signing of directions	Audio taped directions or questions	Repeating of directions	Interpretation of directions	Templates to reduce visual field	Short segment testing booklets	Other (Please specify)
NJ	Elementary School Proficiency Assessment	☑	☑	☑	☑	☑	☑	☑	☐	☑	☐	☑	☐	☐
	Grade 11 High School Proficiency Test	☑	☑	☑	☑	☑	☑	☑	☐	☑	☐	☑	☐	☐
	Grade Eight Proficiency Assessment	☑	☑	☑	☑	☑	☑	☑	☐	☑	☐	☑	☐	☐
NM	NM Achievement Assessment	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑ IEP
	NM High School Competency Exam	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑ IEP
	NM Writing Assessment Program	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑ IEP
	Reading Assessments for Grades 1 and 2	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑ IEP
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	☑	☑	☑	☑	☑	☐	☑	☐	☑	☐	☑	☐	☑ Lined paper for large script print
	High School Proficiency Examination	☐	☑	☑	☑	☑	☑	☑	☑	☑	☐	☑	☐	☑ Read questions aloud to self.
	Norm-Referenced Testing at Grades 4, 8, and 10	☐	☐	☑	☑	☑	☐	☐	☑	☑	☐	☐	☐	☐
NY	New York State Testing Program	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐
	Occupational Education Proficiency Examinations	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐
	Program Evaluation Tests (PET)	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐
	Regents Competency Tests	☑	☑	☑	☑	☑	☑	☑	☐	☑	☑	☑	☐	☐
	Regents Examination Program	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐

Question 3.4.4 B Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessment used in this component?

B. If yes, what kind of accommodations are allowed? Check all that apply.

Presentation Format:

State	Component	Oral reading of questions	Braille edition	Use of magnifying glass	Large-print editions	Oral reading of directions	Explanation of directions	Signing of directions	Audio taped directions or questions	Repeating of directions	Interpretation of directions	Templates to reduce visual field	Short segment testing booklets	Other (Please specify)
NY	Second Language Proficiency Exams	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐
OH	12th-Grade Proficiency Testing	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑ Any specified in IEP and used in completing curriculum if it does not invalidate inferences made from results.
	4th-Grade Proficiency Testing	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑ Any specified in IEP and used in completing curriculum if it does not invalidate inferences made from results.
	6th-Grade Proficiency Testing	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑ Any specified in IEP and used in completing curriculum if it does not invalidate inferences made from results.
	9th-Grade Proficiency Testing	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑ Any specified in IEP and used in completing curriculum if it does not invalidate inferences made from results.
OK	Oklahoma Core Curriculum Tests - Multiple Choice	☑	☑	☑	☑	☑	☐	☑	☑	☑	☐	☑	☐	☑ Overlays; highlighter; secure paper to work area with tape or magnets; masks or markers to maintain place
	Oklahoma Core Curriculum Tests - Writing	☑	☐	☑	☑	☑	☐	☑	☑	☑	☐	☑	☐	☐
OR	Reading, Writing, Science, and Mathematics Assessment	☑	☑	☑	☑	☑	☑	☑	☐	☑	☑	☑	☑	☐
PA	Reading, Mathematics	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐
PR	Pruebas Puertorriqueñas de Competencias Escolares	☐	☐	☐	☑	☑	☐	☐	☐	☑	☐	☐	☐	☐
RI	English Lang. Arts & Math Performance Assessment	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐

Question 3.4.4 B Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessment used in this component?

B. If yes, what kind of accommodations are allowed? Check all that apply.

Presentation Format:

State	Component	Oral reading of questions	Braille edition	Use of magnifying glass	Large-print editions	Oral reading of directions	Explanation of directions	Signing of directions	Audio taped directions or questions	Repeating of directions	Interpretation of directions	Templates to reduce visual field	Short segment testing booklets	Other (Please specify)
RI	Health Education Performance Assessment	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐
	Writing Performance Assessment	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐
SC	Criterion-Referenced Tests - BSAP - High School Exit Examination	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☑ Oral administration of the Reading subtest
	Criterion-Referenced Tests - PACT grades 3 - 8	☑	☑	☑	☑	☑	☑	☑	☐	☑	☑	☑	☑	☐
	Criterion-Referenced Tests - Readiness Test	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing - TerraNova sample testing	☐	☐	☑	☑	☑	☑	☑	☐	☑	☑	☑	☐	☐
SD	Stanford Achievement Test, Ninth Edition	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐
	Stanford Writing Assessment Program, Third Edition	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐
TN	Achievement Test (3-8)	☑	☑	☑	☑	☑	☐	☑	☑	☑	☑	☑	☑	☐
	Competency Test	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐
	High School End of Course	☐	☐	☑	☑	☑	☑	☑	☐	☑	☐	☑	☐	☐
	TCAP Writing Assessment (4, 7, 11)	☑	☐	☑	☑	☑	☑	☑	☐	☐	☐	☑	☐	☐
TX	Reading Proficiency Tests in English (RPTE)	☐	☐	☑	☑	☑	☑	☑	☐	☑	☑	☑	☐	☑ Colored transparency
	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☑	☑	☑	☑	☑	☐	☑	☐	☑	☐	☐	☐	☑ Colored transparency

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B. If yes, what kind of accommodations are allowed? Check all that apply.

Presentation Format:

State	Component	Oral reading of questions	Braille edition	Use of magnifying glass	Large-print editions	Oral reading of directions	Explanation of directions	Signing of directions	Audio taped directions or questions	Repeating of directions	Interpretation of directions	Templates to reduce visual field	Short segment testing booklets	Other (Please specify)
UT	Core Curriculum Testing (Perf. Assessment)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑ All accommodations are permitted - (teacher decision)
	Norm-Referenced Testing	☐	☑	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Utah Core Assessment CRT Program	☑	☑	☑	☑	☑	☑	☑	☐	☑	☐	☐	☐	☐
VA	Standards of Learning (SOL) Assessment Program	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐
	Virginia Literacy Testing Program	☑	☑	☑	☑	☑	☐	☑	☑	☑	☐	☑	☐	☑ Audio Tape
	Virginia State Assessment NRT Program	☑	☑	☑	☑	☑	☑	☑	☐	☑	☑	☑	☐	☐
VI	Terra Nova Assessments Series	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☑	☐	☐
VT	Standard's Referenced Exams (NSRE)	☑	☑	☑	☑	☑	☐	☑	☑	☑	☐	☑	☐	☐
	Vermont Developmental Reading Assessment	☑	☑	☑	☑	☑	☐	☑	☑	☑	☐	☑	☐	☐
WA	Norm-Referenced Testing	☐	☑	☑	☑	☑	☐	☑	☑	☑	☐	☑	☐	☐
	Second Grade Reading	☐	☐	☑	☑	☐	☑	☐	☐	☑	☑	☐	☐	☐
	Washington Assessment of Student Learning	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐
WI	Reading Comprehension	☐	☑	☐	☑	☐	☐	☑	☐	☐	☐	☐	☐	☑ Administer practice tests or examples before the administration date of the assessment; Assist the student to track the test items by pointing or placing the student's finger on the items; Allow use of equipment or technology that the student uses for other tests and school work.

Question 3.4.4 B Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessment used in this component?

B. If yes, what kind of accommodations are allowed? Check all that apply.

Presentation Format:

State	Component	Oral reading of questions	Braille edition	Use of magnifying glass	Large-print editions	Oral reading of directions	Explanation of directions	Signing of directions	Audio taped directions or questions	Repeating of directions	Interpretation of directions	Templates to reduce visual field	Short segment testing booklets	Other (Please specify)
WI	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☑	☑	☑	☑	☑	☑	☑	☐	☑	☐	☐	☐	☑ Any normally provided accommodation provided in the regular classroom instruction. (Oral reading of test content and questions except for reading and language arts test)
WV	ACT Explore	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	ACT Work Keys	☑	☐	☐	☑	☑	☐	☑	☑	☑	☐	☐	☐	☐
	National Assessment of Educational Progress	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑ Federal NAEP guidelines were followed.
	Norm-referenced Test	☑	☐	☐	☐	☑	☑	☑	☐	☑	☐	☐	☐	☐
	Writing Assessment	☑	☐	☐	☑	☑	☐	☑	☐	☐	☐	☐	☐	☐
WY	Carl Perkins Assessment	☐	☐	☐	☐	☑	☐	☑	☐	☑	☑	☐	☐	☐
	Wyoming Comprehensive Assessment System	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐	☑ Auditory amplification devices, special lighting, flexible time schedule, extended time schedule
	Totals by State	44	44	43	44	44	35	44	25	44	26	34	13	21
	Totals by Jurisdiction	6	3	5	6	6	6	4	2	7	3	2	0	2
	Total	50	47	48	50	50	41	48	27	51	29	36	13	23

Question 3.4.4 B Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessment used in this component?

B. If yes, what kinds of accommodations are allowed? Check all that apply.

State	Response format: Component	Mark responses in booklet	Use template for recording answers	Point to response	Use sign language	Use typewriter /computer/ word processor	Use of Braille writer	Use of scribe	Answers recorded on audiotape	Other (Please specify)
AK	California Achievement Test, fifth edition	☑	☑	☑	☑	☐	☑	☑	☐	☐
	Norm-Referenced Testing	☐	☐	☐	☐	☐	☐	☐	☐	☐
AL	Alabama Direct Assessment of Writing	☐	☑	☐	☐	☑	☑	☐	☐	☑ SDE approval.
	Alabama Early Learning Inventory	☑	☑	☑	☑	☑	☑	☑	☐	☐
	Alabama High School Graduation Exam, Third Edition	☑	☑	☑	☑	☑	☑	☑	☐	☑ SDE approval
	Alabama Reading Assessment: Grade 1	☑	☑	☑	☑	☑	☑	☑	☐	☐
	Alabama Reading Assessment: Grade 2	☑	☑	☑	☑	☑	☑	☑	☐	☐
	Stanford Achievement Test, 9th edition	☐	☐	☐	☐	☐	☐	☐	☐	☐
AR	Criterion-Referenced Testing	☑	☐	☑	☐	☑	☑	☑	☐	☐
	Norm-Referenced Testing	☑	☐	☑	☐	☐	☑	☑	☐	☐
AS	Stanford Achievement Test Ninth Edition	☑	☐	☐	☑	☐	☐	☐	☐	☐
AZ	CRT: Arizona's Instrument to Measure Standards (AIMS)	☑	☑	☑	☑	☑	☑	☑	☑	☐
	NRT: Stanford Achievement Test, Ninth Edition	☐	☐	☐	☐	☐	☐	☐	☐	☐
CA	Assessments in Career Education	☐	☐	☐	☐	☐	☐	☐	☐	☐
	CHSPE	☑	☐	☑	☑	☑	☐	☐	☐	☐
	GED	☐	☐	☐	☐	☐	☐	☑	☐	☐
	Golden State Exams	☑	☐	☐	☐	☑	☑	☑	☐	☑ Large print answer document; Computer response
	Physical Fitness Test	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Standardized Testing and Reporting Program (STAR)	☑	☐	☑	☑	☐	☑	☑	☑	☐
CO	Reading, Writing, Mathematics, and Science	☑	☐	☑	☑	☐	☑	☑	☐	☐

Question 3.4.4 B Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessment used in this component?

B. If yes, what kinds of accommodations are allowed? Check all that apply.

Response format:

State	Component	Mark responses in booklet	Use template for recording answers	Point to response	Use sign language	Use typewriter /computer/ word processor	Use of Braille writer	Use of scribe	Answers recorded on audiotape	Other (Please specify)
CT	Connecticut Academic Performance Test (CAPT)	☑	☐	☐	☐	☑	☑	☑	☐	☑ Use of a scribe for multiple-choice and gridded items only.
	Connecticut Mastery Test (CMT)	☑	☐	☐	☑	☑	☑	☑	☐	☑ Use of scribe for multiple-choice and gridded items only.
DC	Stanford Achievement Tests- Ninth Edition	☑	☐	☑	☐	☐	☐	☑	☐	☐
DE	Delaware Student Testing Program - Mathematics NRT	☑	☑	☑	☑	☑	☑	☑	☑	☐
	Delaware Student Testing Program - Reading NRT	☑	☑	☑	☑	☑	☑	☑	☑	☐
	Delaware Student Testing Program - Science 8 & 11	☑	☑	☑	☑	☑	☑	☑	☑	☐
	Delaware Student Testing Program - Social Studies 8 & 11	☑	☑	☑	☑	☑	☑	☑	☑	☐
	Delaware Student Testing Program - Standards-Based Mathematics	☑	☑	☑	☑	☑	☑	☑	☑	☐
	Delaware Student Testing Program - Standards-Based Reading	☑	☑	☑	☑	☑	☑	☑	☑	☐
	Delaware Student Testing Program - Standards-Based Writing	☑	☑	☑	☑	☑	☑	☐	☐	☐
DoDEA	CTB TerraNova Multiple Assessment	☑	☐	☐	☑	☐	☑	☑	☐	☐
FL	No Response to 1999-2000 Survey	☐	☐	☐	☐	☐	☐	☐	☐	☐
GA	Criterion-Referenced Competency Tests (CRCT)	☑	☑	☑	☑	☑	☐	☑	☐	☐
	Georgia High School Graduation Tests (GHSGT)	☑	☑	☑	☑	☑	☑	☑	☑	☐
	Georgia Kindergarten Assessment Program-Revised (GKAP-R)	☐	☑	☑	☑	☑	☑	☐	☑	☑ Adaptive writing tools
	Iowa Tests of Basic Skills	☑	☑	☑	☑	☑	☑	☑	☐	☐
	Writing Test	☐	☑	☐	☐	☑	☑	☐	☐	☐

Question 3.4.4 B Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessment used in this component?

B. If yes, what kinds of accommodations are allowed? Check all that apply.

Response format:

State	Component	Mark responses in booklet	Use template for recording answers	Point to response	Use sign language	Use typewriter /computer/ word processor	Use of Braille writer	Use of scribe	Answers recorded on audiotape	Other (Please specify)
GU	SAT9 Norm-Referenced Test	☑	☐	☑	☐	☐	☐	☐	☐	☐
HI	Stanford Achievement Test 9th Ed. Abbreviated	☑	☐	☐	☐	☐	☑	☑	☐	☐
IA	Standardized Testing ITBS and ITED	☐	☐	☐	☐	☐	☐	☐	☐	☑ All if deemed appropriate by the IEP committee
ID	Math Assessment	☐	☑	☐	☑	☐	☑	☑	☐	☐
	Norm-Referenced Test	☐	☑	☑	☐	☐	☐	☑	☐	☐
	Writing Assessment	☐	☑	☐	☑	☑	☑	☑	☑	☐
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	☑	☑	☑	☑	☑	☑	☑	☐	☐
IN	Statewide Assessment	☑	☑	☑	☑	☑	☑	☑	☑	☐
KS	Kansas Assessment Program	☑	☑	☑	☑	☑	☑	☑	☑	☐
KY	Alternate Portfolio	☑	☐	☑	☑	☑	☑	☑	☑	☐
	KCCT On-Demand	☑	☑	☑	☑	☑	☑	☑	☑	☐
	National Norm-Referenced Test	☑	☑	☑	☑	☑	☑	☑	☑	☐
	Writing Portfolio Assessment	☐	☐	☐	☑	☑	☑	☑	☑	☐
LA	Graduation Exit Examination (GEE)	☑	☑	☑	☑	☑	☑	☑	☐	☐
	LEAP 21 Grades 4, 8	☑	☑	☑	☑	☑	☑	☑	☑	☑ Transferred answers
	The Iowa Tests, Complete Battery	☑	☑	☑	☑	☑	☑	☑	☐	☐
MA	Massachusetts Comprehensive Assessment System (MCAS)	☑	☑	☑	☑	☑	☑	☑	☑	☐
MD	High School Assessments	☑	☑	☑	☑	☑	☑	☑	☑	☐
	Maryland Functional Tests	☑	☑	☑	☑	☑	☑	☑	☑	☐
	Maryland School Performance Assessment Program (MSPAP)	☑	☐	☑	☑	☑	☑	☑	☑	☐

Question 3.4.4 B Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessment used in this component?

B. If yes, what kinds of accommodations are allowed? Check all that apply.

State	Response format: Component	Mark responses in booklet	Use template for recording answers	Point to response	Use sign language	Use typewriter /computer/ word processor	Use of Braille writer	Use of scribe	Answers recorded on audiotape	Other (Please specify)
ME	Maine Educational Assessment	☑	☐	☑	☑	☑	☑	☑	☑	☐
MI	Grade 4 and 7 Reading and Mathematics	☑	☑	☑	☑	☑	☑	☑	☑	☑ IEP determines
	Grade 5 and 8 Science, Social Studies, and Writing	☑	☑	☑	☑	☑	☑	☑	☑	☑ IEP determines
	MEAP High School Test	☑	☑	☑	☑	☑	☑	☑	☑	☑ IEP determines
MN	Basic Standards Tests	☑	☑	☑	☑	☑	☑	☑	☑	☐
	Minnesota Comprehensive Assessments	☑	☑	☑	☑	☑	☑	☑	☑	☐
MO	MAP	☑	☑	☑	☑	☑	☑	☑	☑	☐
MP	Stanford Achievement Test, Ninth Edition	☐	☐	☐	☐	☐	☐	☐	☐	☐
MS	Career Planning and Assessment System	☑	☐	☑	☐	☑	☑	☑	☑	☐
	Functional Literacy Examination	☑	☐	☑	☐	☑	☐	☑	☐	☐
	Norm-Referenced Testing	☑	☐	☑	☐	☑	☐	☑	☐	☐ Transfer ans. from large print test booklet to standard ans. Sheet
MT	Student Assessment Requirement	☐	☐	☐	☐	☐	☐	☐	☐	☐
NC	NC Annual Testing Program	☑	☐	☑	☑	☑	☑	☑	☐	☐
	NC Testing Program - Competency Testing	☑	☐	☑	☑	☑	☑	☑	☐	☐
	NC Tests of Computer Skills	☑	☐	☑	☑	☑	☑	☑	☐	☐
	Norm-Referenced Testing Program	☐	☐	☐	☐	☐	☐	☐	☐	☐
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☑	☑	☑	☑	☑	☑	☑	☑	☑ Any stated in the IEP or Section 504 Plan.
NE	No State Assessments 1999-2000	☐	☐	☐	☐	☐	☐	☑	☑	☐
NH	NH Educational Improvement and Assessment Program	☑	☑	☑	☑	☑	☐	☑	☐	☐
NJ	Elementary School Proficiency Assessment	☑	☐	☑	☑	☑	☑	☑	☐	☐

Question 3.4.4 B Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessment used in this component?

B. If yes, what kinds of accommodations are allowed? Check all that apply.

State	Response format: Component	Mark responses in booklet	Use template for recording answers	Point to response	Use sign language	Use typewriter /computer/ word processor	Use of Braille writer	Use of scribe	Answers recorded on audiotape	Other (Please specify)
NJ	Grade 11 High School Proficiency Test	☑	☐	☑	☑	☑	☑	☑	☐	☐
	Grade Eight Proficiency Assessment	☑	☐	☑	☑	☑	☑	☑	☐	☐
NM	NM Achievement Assessment	☐	☐	☐	☐	☐	☐	☐	☐	☑ IEP
	NM High School Competency Exam	☐	☐	☐	☐	☐	☐	☐	☐	☑ IEP
	NM Writing Assessment Program	☐	☐	☐	☐	☐	☐	☐	☐	☑ IEP
	Reading Assessments for Grades 1 and 2	☐	☐	☐	☐	☐	☐	☐	☐	☑ IEP
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	☐	☐	☐	☐	☑	☑	☐	☐	☑ Lined paper for large script printing; typewriter device to screen out sounds
	High School Proficiency Examination	☑	☐	☑	☑	☑	☑	☑	☐	☑ Clerk records verbal answer or answers indicated in alternative manner.
	Norm-Referenced Testing at Grades 4, 8, and 10	☑	☐	☐	☐	☐	☐	☐	☐	☐
NY	New York State Testing Program	☑	☑	☑	☑	☑	☑	☑	☑	☐
	Occupational Education Proficiency Examinations	☑	☑	☑	☑	☑	☑	☑	☑	☐
	Program Evaluation Tests (PET)	☑	☑	☑	☑	☑	☑	☑	☑	☐
	Regents Competency Tests	☑	☑	☑	☑	☑	☑	☑	☑	☐
	Regents Examination Program	☑	☑	☑	☑	☑	☑	☑	☑	☐
	Second Language Proficiency Exams	☑	☑	☑	☑	☑	☑	☑	☑	☐
OH	12th-Grade Proficiency Testing	☐	☐	☐	☐	☐	☐	☐	☐	☑ Any specified in IEP if it does not invalidate inferences made from results
	4th-Grade Proficiency Testing	☐	☐	☐	☐	☐	☐	☐	☐	☑ Any specified in IEP if it does not invalidate inferences made from results
	6th-Grade Proficiency Testing	☐	☐	☐	☐	☐	☐	☐	☐	☑ Any specified in IEP if it does not invalidate inferences made from results

Question 3.4.4 B Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessment used in this component?

B. If yes, what kinds of accommodations are allowed? Check all that apply.

Response format:

State	Component	Mark responses in booklet	Use template for recording answers	Point to response	Use sign language	Use typewriter /computer/ word processor	Use of Braille writer	Use of scribe	Answers recorded on audiotape	Other (Please specify)
OH	9th-Grade Proficiency Testing	☐	☐	☐	☐	☐	☐	☐	☐	☑ Any specified in IEP if it does not invalidate inferences made from results.
OK	Oklahoma Core Curriculum Tests - Multiple Choice	☑	☐	☑	☑	☑	☐	☑	☐	☑ Pencil grip; graph paper; slant board or wedge for positioning; utilize assistive technology communication devices
	Oklahoma Core Curriculum Tests - Writing	☑	☐	☐	☑	☑	☑	☑	☐	☐
OR	Reading, Writing, Science, and Mathematics Assessment	☑	☑	☑	☑	☑	☑	☑	☐	☐
PA	Reading, Mathematics	☑	☑	☑	☑	☑	☑	☑	☑	☐
PR	Pruebas Puertorriqueñas de Competencias Escolares	☐	☐	☐	☐	☐	☐	☐	☐	☐
RI	English Lang. Arts & Math Performance Assessment	☐	☐	☐	☑	☑	☑	☑	☑	☐
	Health Education Performance Assessment	☐	☐	☐	☑	☑	☑	☑	☑	☐
	Writing Performance Assessment	☐	☐	☐	☑	☑	☑	☑	☑	☐
SC	Criterion-Referenced Tests - BSAP - High School Exit Examination	☑	☑	☑	☑	☑	☑	☑	☑	☐
	Criterion-Referenced Tests - PACT grades 3 - 8	☑	☑	☑	☑	☑	☑	☑	☑	☐
	Criterion-Referenced Tests - Readiness Test	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing - TerraNova sample testing	☐	☐	☐	☐	☐	☐	☐	☐	☐
SD	Stanford Achievement Test, Ninth Edition	☑	☑	☑	☑	☑	☑	☑	☑	☐
	Stanford Writing Assessment Program, Third Edition	☑	☑	☑	☑	☑	☑	☑	☑	☐
TN	Achievement Test (3-8)	☑	☑	☑	☑	☑	☑	☑	☐	☐
	Competency Test	☑	☑	☑	☑	☑	☑	☑	☑	☐

Question 3.4.4 B **Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessment used in this component?**
B. If yes, what kinds of accommodations are allowed? Check all that apply.

Response format:

State	Component	Mark responses in booklet	Use template for recording answers	Point to response	Use sign language	Use typewriter /computer/ word processor	Use of Braille writer	Use of scribe	Answers recorded on audiotape	Other (Please specify)
TN	High School End of Course	☑	☑	☑	☑	☑	☐	☑	☑	☐
	TCAP Writing Assessment (4, 7, 11)	☐	☐	☐	☐	☐	☐	☐	☐	☐
TX	Reading Proficiency Tests in English (RPTE)	☑	☐	☑	☑	☑	☐	☑	☐	☐
	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☑	☐	☑	☑	☑	☑	☑	☐	☐
UT	Core Curriculum Testing (Perf. Assessment)	☐	☐	☐	☐	☐	☐	☐	☐	☑ All accommodations are permitted - (teacher decision)
	Norm-Referenced Testing	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Utah Core Assessment CRT Program	☑	☑	☑	☑	☐	☑	☑	☑	☐
VA	Standards of Learning (SOL) Assessment Program	☑	☐	☑	☑	☑	☑	☑	☐	☐
	Virginia Literacy Testing Program	☑	☑	☑	☐	☑	☑	☑	☐	☐
	Virginia State Assessment NRT Program	☑	☐	☐	☐	☑	☑	☐	☐	☐
VI	Terra Nova Assessments Series	☑	☑	☑	☑	☐	☑	☑	☐	☐
VT	Standard's Referenced Exams (NSRE)	☑	☐	☑	☑	☑	☑	☑	☑	☐
	Vermont Developmental Reading Assessment	☐	☐	☑	☑	☐	☐	☐	☑	☐
WA	Norm-Referenced Testing	☑	☑	☑	☑	☐	☐	☑	☑	☐
	Second Grade Reading	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Washington Assessment of Student Learning	☑	☐	☑	☑	☑	☐	☑	☑	☐
WI	Reading Comprehension	☐	☐	☑	☐	☑	☐	☑	☑	☐
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☑	☐	☑	☐	☑	☐	☑	☐	☐
WV	ACT Explore	☐	☐	☐	☐	☐	☐	☐	☐	☐
	ACT Work Keys	☐	☐	☐	☐	☐	☐	☐	☐	☐

Question 3.4.4 B

Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessment used in this component?
B. If yes, what kinds of accommodations are allowed? Check all that apply.

State	Component	Mark responses in booklet	Use template for recording answers	Point to response	Use sign language	Use typewriter /computer/ word processor	Use of Braille writer	Use of scribe	Answers recorded on audiotape	Other (Please specify)
WV	National Assessment of Educational Progress	☐	☐	☐	☐	☐	☐	☐	☐	☑ Federal NAEP guidelines were followed.
	Norm-referenced Test	☐	☐	☐	☐	☐	☐	☑	☐	☐
	Writing Assessment	☐	☐	☐	☐	☑	☐	☐	☐	☐
WY	Carl Perkins Assessment	☐	☑	☐	☐	☑	☐	☐	☐	☐
	Wyoming Comprehensive Assessment System	☑	☑	☑	☑	☑	☑	☑	☑	☐
	Totals by State	41	28	40	39	40	40	45	29	14
	Totals by Jurisdiction	5	1	3	3	0	2	3	0	0
	Total	46	29	43	42	40	42	48	29	14

Question 3.4.4 B **Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessment used in this component?**

B. If yes, what kinds of accommodations are allowed? Check all that apply.

Setting Format:

State	Component	Alone, in study carrel	Individual administration	In small groups	At home, with appropriate supervision	In special education classes	Separate room	Other (Please specify)
AK	California Achievement Test, fifth edition	☑	☑	☑	☐	☑	☑	☐
	Norm-Referenced Testing	☑	☐	☑	☐	☑	☐	☐
AL	Alabama Direct Assessment of Writing	☑	☑	☑	☑	☑	☑	☑ Interpreter with teacher facing student; student in front of classroom; SDE approval.
	Alabama Early Learning Inventory	☑	☑	☐	☑	☑	☑	☐
	Alabama High School Graduation Exam, Third Edition	☑	☑	☑	☑	☑	☑	☑ SDE approval
	Alabama Reading Assessment: Grade 1	☑	☑	☐	☑	☑	☑	☐
	Alabama Reading Assessment: Grade 2	☑	☑	☐	☑	☑	☑	☐
	Stanford Achievement Test, 9th edition	☑	☑	☑	☑	☑	☑	☐
AR	Criterion-Referenced Testing	☑	☑	☑	☐	☑	☑	☐
	Norm-Referenced Testing	☑	☑	☑	☐	☑	☑	☐
AS	Stanford Achievement Test Ninth Edition	☐	☑	☑	☐	☐	☐	☐
AZ	CRT: Arizona's Instrument to Measure Standards (AIMS)	☑	☑	☑	☑	☑	☑	☑ as stated in the IEP
	NRT: Stanford Achievement Test, Ninth Edition	☑	☑	☑	☑	☑	☑	☑ as specified in IEP or IAP
CA	Assessments in Career Education	☐	☐	☐	☐	☐	☐	☐
	CHSPE	☐	☑	☐	☑	☑	☐	☐
	GED	☐	☑	☐	☑	☐	☑	☐
	Golden State Exams	☐	☐	☐	☐	☐	☐	☐
	Physical Fitness Test	☐	☐	☐	☐	☐	☐	☐
	Standardized Testing and Reporting Program (STAR)	☑	☑	☑	☐	☑	☑	☐
CO	Reading, Writing, Mathematics, and Science	☑	☑	☑	☐	☑	☑	☐
CT	Connecticut Academic Performance Test (CAPT)	☑	☑	☑	☐	☑	☑	☐

Question 3.4.4 B Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessment used in this component?

B. If yes, what kinds of accommodations are allowed? Check all that apply.

State	Component	Alone, in study carrel	Individual administration	In small groups	At home, with appropriate supervision	In special education classes	Separate room	Other (Please specify)
CT	Connecticut Mastery Test (CMT)	☑	☑	☑	☐	☑	☑	☐
DC	Stanford Achievement Tests- Ninth Edition	☑	☑	☑	☐	☑	☑	☑ Special lighting, adaptive furniture
DE	Delaware Student Testing Program - Mathematics NRT	☐	☑	☑	☐	☑	☑	☐
	Delaware Student Testing Program - Reading NRT	☐	☑	☑	☐	☑	☑	☐
	Delaware Student Testing Program - Science 8 & 11	☐	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Social Studies 8 & 11	☐	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Mathematics	☐	☑	☑	☐	☑	☑	☐
	Delaware Student Testing Program - Standards-Based Reading	☐	☑	☑	☐	☑	☐	☐
	Delaware Student Testing Program - Standards-Based Writing	☐	☑	☑	☐	☑	☑	☐
DoDEA	CTB TerraNova Multiple Assessment	☑	☑	☑	☐	☑	☑	☑ Adaptive furniture
FL	No Response to 1999-2000 Survey	☐	☐	☐	☐	☐	☐	☐
GA	Criterion-Referenced Competency Tests (CRCT)	☑	☑	☑	☐	☑	☑	☐
	Georgia High School Graduation Tests (GHSGT)	☑	☑	☑	☑	☑	☑	☐
	Georgia Kindergarten Assessment Program-Revised (GKAP-R)	☐	☑	☑	☐	☑	☑	☑ Alone with teacher
	Iowa Tests of Basic Skills	☑	☑	☑	☐	☑	☑	☐
	Writing Test	☑	☑	☑	☑	☑	☑	☐
GU	SAT9 Norm-Referenced Test	☐	☑	☑	☐	☑	☑	☐
HI	Stanford Achievement Test 9th Ed. Abbreviated	☑	☑	☑	☐	☑	☑	☐
IA	Standardized Testing ITBS and ITED	☐	☐	☐	☐	☐	☐	☑ All if deemed appropriate by the IEP committee

Question 3.4.4 B Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessment used in this component?

B. If yes, what kinds of accommodations are allowed? Check all that apply.

Setting Format:

State	Component	Alone, in study carrel	Individual administration	In small groups	At home, with appropriate supervision	In special education classes	Separate room	Other (Please specify)
ID	Math Assessment	☑	☑	☑	☐	☑	☑	☐
	Norm-Referenced Test	☑	☑	☑	☐	☑	☑	☐
	Writing Assessment	☑	☑	☑	☐	☑	☑	☐
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	☑	☑	☑	☐	☑	☑	☐
IN	Statewide Assessment	☑	☑	☑	☑	☑	☑	☐
KS	Kansas Assessment Program	☑	☑	☑	☐	☑	☑	☐
KY	Alternate Portfolio	☐	☑	☑	☐	☑	☐	☑ Community Based
	KCCT On-Demand	☑	☑	☑	☑	☑	☑	☐
	National Norm-Referenced Test	☑	☑	☑	☑	☑	☑	☐
	Writing Portfolio Assessment	☑	☐	☐	☑	☑	☐	☐
LA	Graduation Exit Examination (GEE)	☑	☑	☑	☐	☑	☑	☐
	LEAP 21 Grades 4, 8	☑	☑	☑	☑	☑	☑	☐
	The Iowa Tests, Complete Battery	☑	☑	☑	☐	☑	☑	☐
MA	Massachusetts Comprehensive Assessment System (MCAS)	☑	☑	☑	☐	☑	☑	☐
MD	High School Assessments	☑	☑	☑	☐	☑	☑	☐
	Maryland Functional Tests	☑	☑	☑	☑	☑	☑	☐
	Maryland School Performance Assessment Program (MSPAP)	☑	☑	☑	☐	☑	☑	☐
ME	Maine Educational Assessment	☑	☑	☑	☑	☑	☑	☐
MI	Grade 4 and 7 Reading and Mathematics	☑	☑	☑	☑	☑	☑	☑ IEP determines
	Grade 5 and 8 Science, Social Studies, and Writing	☑	☑	☑	☑	☑	☑	☑ IEP determines

Question 3.4.4 B Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessment used in this component?

B. If yes, what kinds of accommodations are allowed? Check all that apply.

Setting Format:

State	Component	Alone, in study carrel	Individual administration	In small groups	At home, with appropriate supervision	In special education classes	Separate room	Other (Please specify)
MI	MEAP High School Test	☑	☑	☑	☑	☑	☑	☑ IEP determines
MN	Basic Standards Tests	☑	☑	☑	☑	☑	☑	☐
	Minnesota Comprehensive Assessments	☑	☑	☑	☐	☑	☑	☐
MO	MAP	☑	☑	☑	☐	☑	☑	☐
MP	Stanford Achievement Test, Ninth Edition	☑	☑	☑	☐	☐	☐	☐
MS	Career Planning and Assessment System	☑	☑	☑	☑	☐	☑	☐
	Functional Literacy Examination	☑	☑	☑	☑	☑	☑	☐
	Norm-Referenced Testing	☑	☑	☑	☑	☑	☑	☐
MT	Student Assessment Requirement	☐	☐	☐	☐	☐	☐	☐
NC	NC Annual Testing Program	☑	☑	☑	☑	☑	☑	☐
	NC Testing Program - Competency Testing	☑	☑	☑	☑	☑	☑	☐
	NC Tests of Computer Skills	☑	☑	☑	☑	☑	☑	☐
	Norm-Referenced Testing Program	☐	☐	☐	☐	☐	☐	☐
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☑	☑	☑	☑	☑	☑	☑ Any stated in the IEP or Section 504 Plan.
NE	No State Assessments 1999-2000	☐	☐	☐	☐	☐	☐	☐
NH	NH Educational Improvement and Assessment Program	☑	☑	☑	☑	☑	☑	☐
NJ	Elementary School Proficiency Assessment	☑	☑	☑	☑	☑	☑	☐
	Grade 11 High School Proficiency Test	☑	☑	☑	☑	☑	☑	☐
	Grade Eight Proficiency Assessment	☑	☑	☑	☑	☑	☑	☐
NM	NM Achievement Assessment	☐	☐	☐	☐	☐	☐	☑ IEP
	NM High School Competency Exam	☐	☐	☐	☐	☐	☐	☑ IEP
	NM Writing Assessment Program	☐	☐	☐	☐	☐	☐	☑ IEP

Question 3.4.4 B Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessment used in this component?

B. If yes, what kinds of accommodations are allowed? Check all that apply.

Setting Format:

State	Component	Alone, in study carrel	Individual administration	In small groups	At home, with appropriate supervision	In special education classes	Separate room	Other (Please specify)
NM	Reading Assessments for Grades 1 and 2	☐	☐	☐	☐	☐	☐	☑ IEP
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	☑	☑	☑	☑	☑	☑	☑ Special lighting
	High School Proficiency Examination	☑	☑	☑	☐	☑	☑	☐
	Norm-Referenced Testing at Grades 4, 8, and 10	☑	☑	☑	☐	☑	☐	☐
NY	New York State Testing Program	☑	☑	☑	☑	☑	☑	☐
	Occupational Education Proficiency Examinations	☑	☑	☑	☑	☑	☑	☐
	Program Evaluation Tests (PET)	☑	☑	☑	☑	☑	☑	☐
	Regents Competency Tests	☑	☑	☑	☑	☑	☑	☐
	Regents Examination Program	☑	☑	☑	☑	☑	☑	☐
	Second Language Proficiency Exams	☑	☑	☑	☑	☑	☑	☐
OH	12th-Grade Proficiency Testing	☐	☐	☐	☐	☐	☐	☑ Any specified in IEP as long as administered by licensed teacher
	4th-Grade Proficiency Testing	☐	☐	☐	☐	☐	☐	☑ Any specified in IEP as long as administered by licensed teacher
	6th-Grade Proficiency Testing	☐	☐	☐	☐	☐	☐	☑ Any specified in IEP as long as administered by licensed teacher
	9th-Grade Proficiency Testing	☐	☐	☐	☐	☐	☐	☑ Any specified in IEP as long as administered by licensed teacher.
OK	Oklahoma Core Curriculum Tests - Multiple Choice	☑	☑	☑	☐	☑	☑	☑ Provide special lighting
	Oklahoma Core Curriculum Tests - Writing	☑	☑	☑	☐	☑	☑	☐
OR	Reading, Writing, Science, and Mathematics Assessment	☑	☑	☑	☐	☑	☑	☐
PA	Reading, Mathematics	☑	☑	☑	☐	☑	☑	☐
PR	Pruebas Puertorriqueñas de Competencias Escolares	☐	☑	☑	☐	☑	☐	☐

Question 3.4.4 B Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessment used in this component?

B. If yes, what kinds of accommodations are allowed? Check all that apply.

Setting Format:

State	Component	Alone, in study carrel	Individual administration	In small groups	At home, with appropriate supervision	In special education classes	Separate room	Other (Please specify)
RI	English Lang. Arts & Math Performance Assessment	☑	☑	☑	☑	☑	☑	☐
	Health Education Performance Assessment	☑	☑	☑	☑	☑	☑	☐
	Writing Performance Assessment	☑	☑	☑	☑	☑	☑	☐
SC	Criterion-Referenced Tests - BSAP - High School Exit Examination	☑	☑	☑	☑	☑	☑	☐
	Criterion-Referenced Tests - PACT grades 3 - 8	☑	☑	☑	☑	☑	☑	☐
	Criterion-Referenced Tests - Readiness Test	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing - TerraNova sample testing	☑	☑	☑	☑	☑	☑	☐
SD	Stanford Achievement Test, Ninth Edition	☑	☑	☑	☐	☐	☑	☐
	Stanford Writing Assessment Program, Third Edition	☑	☑	☑	☐	☐	☑	☐
TN	Achievement Test (3-8)	☑	☑	☑	☑	☑	☑	☐
	Competency Test	☑	☑	☑	☑	☑	☑	☐
	High School End of Course	☑	☑	☑	☑	☑	☑	☐
	TCAP Writing Assessment (4, 7, 11)	☑	☑	☑	☑	☑	☑	☐
TX	Reading Proficiency Tests in English (RPTE)	☑	☑	☑	☐	☑	☑	☐
	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☑	☑	☑	☐	☑	☑	☐
UT	Core Curriculum Testing (Perf. Assessment)	☐	☐	☐	☐	☐	☐	☑ All accommodations are permitted - (teacher decision)
	Norm-Referenced Testing	☐	☐	☑	☐	☐	☑	☐
	Utah Core Assessment CRT Program	☐	☑	☑	☐	☑	☑	☐
VA	Standards of Learning (SOL) Assessment Program	☑	☑	☑	☑	☑	☑	☐
	Virginia Literacy Testing Program	☑	☑	☑	☑	☑	☑	☐

Question 3.4.4 B Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessment used in this component?

B. If yes, what kinds of accommodations are allowed? Check all that apply.

Setting Format:

State	Component	Alone, in study carrel	Individual administration	In small groups	At home, with appropriate supervision	In special education classes	Separate room	Other (Please specify)
VA	Virginia State Assessment NRT Program	☑	☑	☑	☑	☑	☑	☐
VI	Terra Nova Assessments Series	☑	☑	☑	☐	☑	☑	☐
VT	Standard's Referenced Exams (NSRE)	☑	☑	☑	☑	☑	☑	☐
	Vermont Developmental Reading Assessment	☑	☑	☐	☑	☐	☑	☐
WA	Norm-Referenced Testing	☑	☑	☑	☐	☑	☑	☐
	Second Grade Reading	☐	☐	☐	☐	☑	☑	☐
	Washington Assessment of Student Learning	☑	☑	☑	☑	☑	☑	☐
WI	Reading Comprehension	☑	☑	☑	☐	☐	☐	☑ Place student in the room or part of the room where he or she is most comfortable; Allow the special education teacher or aide to administer the test; Provide verbal praise or tangible reinforcements to increase motivation.
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☑	☑	☑	☐	☑	☑	☑ Any accommodation normally provided in the regular classroom instruction.
WV	ACT Explore	☐	☐	☐	☐	☐	☐	☐
	ACT Work Keys	☐	☑	☐	☐	☑	☐	☐
	National Assessment of Educational Progress	☐	☐	☐	☐	☐	☐	☑ Federal NAEP guidelines were followed.
	Norm-referenced Test	☐	☑	☑	☐	☑	☑	☐
	Writing Assessment	☐	☑	☑	☐	☑	☐	☐
WY	Carl Perkins Assessment	☑	☐	☑	☐	☐	☐	☐
	Wyoming Comprehensive Assessment System	☑	☑	☑	☐	☑	☑	☐

Question 3.4.4 B

Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessment used in this component?

B. If yes, what kinds of accommodations are allowed? Check all that apply.

State Component	Setting Format:	Alone, in study carrel	Individual administration	In small groups	At home, with appropriate supervision	In special education classes	Separate room	Other (Please specify)
	Totals by State	41	44	44	24	43	44	14
	Totals by Jurisdiction	4	7	7	0	5	4	2
	Total	45	51	51	24	48	48	16

Question 3.4.4 B Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessment used in this component?

B. If yes, what kinds of accommodations are allowed? Check all that apply.

		Timing/Scheduling:					Other Accommodations:			
State	Component	Extended testing time	More breaks	Extending sessions over multiple days	Altered time of day that test is admin.	Other (Please specify)	Out-of-level testing	Use of word lists/ dictionaries	Use of spell checkers	Other (Please specify)
AK	California Achievement Test, fifth edition	☑	☑	☑	☑	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☑	☑	☐	☐	☑	☐	☐	☐
AL	Alabama Direct Assessment of Writing	☑	☐	☐	☑	☑ SDE approval.	☐	☐	☐	☐
	Alabama Early Learning Inventory	☑	☑	☑	☑	☐	☐	☐	☐	☐
	Alabama High School Graduation Exam, Third Edition	☑	☑	☑	☑	☑ SDE approval	☐	☐	☐	☐
	Alabama Reading Assessment: Grade 1	☑	☑	☑	☑	☐	☐	☐	☐	☐
	Alabama Reading Assessment: Grade 2	☑	☑	☑	☑	☐	☐	☐	☐	☐
	Stanford Achievement Test, 9th edition	☐	☑	☑	☑	☐	☐	☐	☐	☐
AR	Criterion-Referenced Testing	☑	☑	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐
AS	Stanford Achievement Test Ninth Edition	☑	☐	☐	☐	☐	☐	☐	☐	☐
AZ	CRT: Arizona's Instrument to Measure Standards (AIMS)	☑	☑	☑	☑	☑ as stated in the IEP	☑	☑	☑	☑ as stated in the IEP
	NRT: Stanford Achievement Test, Ninth Edition	☑	☑	☑	☑	☑ as specified in IEP or IAP	☑	☑	☑	☑ as specified in IEP or IAP
CA	Assessments in Career Education	☐	☐	☐	☐	☐	☐	☐	☐	☐
	CHSPE	☑	☑	☑	☑	☐	☐	☑	☑	☐
	GED	☑	☑	☑	☑	☐	☐	☐	☐	☐
	Golden State Exams	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Physical Fitness Test	☐	☐	☐	☐	☐	☐	☐	☐	☑ Alternate activities
	Standardized Testing and Reporting Program (STAR)	☑	☑	☑	☑	☐	☑	☐	☐	☐

Question 3.4.4 B Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessment used in this component?

B. If yes, what kinds of accommodations are allowed? Check all that apply.

		Timing/Scheduling:					Other Accommodations:			
State	Component	Extended testing time	More breaks	Extending sessions over multiple days	Altered time of day that test is admin.	Other (Please specify)	Out-of-level testing	Use of word lists/ dictionaries	Use of spell checkers	Other (Please specify)
CO	Reading, Writing, Mathematics, and Science	☑	☑	☐	☑	☐	☐	☐	☐	☐
CT	Connecticut Academic Performance Test (CAPT)	☑	☑	☐	☑	☐	☐	☐	☐	☐
	Connecticut Mastery Test (CMT)	☑	☑	☐	☑	☐	☑	☐	☐	☐
DC	Stanford Achievement Tests- Ninth Edition	☑	☑	☑	☑	☐	☐	☐	☐	☑ Use of calculators and pencil grips
DE	Delaware Student Testing Program - Mathematics NRT	☑	☐	☑	☑	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Reading NRT	☑	☐	☑	☑	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Science 8 & 11	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Social Studies 8 & 11	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Mathematics	☑	☐	☑	☑	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Reading	☑	☐	☑	☑	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Writing	☑	☐	☑	☑	☐	☐	☐	☐	☐
DoDEA	CTB TerraNova Multiple Assessment	☑	☑	☑	☐	☐	☐	☐	☐	☐
FL	No Response to 1999-2000 Survey	☐	☐	☐	☐	☐	☐	☐	☐	☐
GA	Criterion-Referenced Competency Tests (CRCT)	☑	☑	☐	☑	☐	☐	☐	☐	☐

Question 3.4.4 B Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessment used in this component?

B. If yes, what kinds of accommodations are allowed? Check all that apply.

		Timing/Scheduling:					Other Accommodations:			
State	Component	Extended testing time	More breaks	Extending sessions over multiple days	Altered time of day that test is admin.	Other (Please specify)	Out-of-level testing	Use of word lists/ dictionaries	Use of spell checkers	Other (Please specify)
GA	Georgia High School Graduation Tests (GHSGT)	☑	☑	☐	☐	☐	☐	☐	☐	☐
	Georgia Kindergarten Assessment Program-Revised (GKAP-R)	☑	☑	☑	☑	☐	☐	☐	☐	☐
	Iowa Tests of Basic Skills	☑	☑	☑	☑	☐	☑	☐	☐	☐
	Writing Test	☑	☑	☑	☑	☐	☐	☑	☐	☐
GU	SAT9 Norm-Referenced Test	☑	☐	☐	☐	☐	☐	☐	☐	☐
HI	Stanford Achievement Test 9th Ed. Abbreviated	☑	☑	☐	☑	☐	☐	☐	☐	☐
IA	Standardized Testing ITBS and ITED	☐	☐	☐	☐	☑ All if deemed appropriate by the IEP committee	☐	☐	☐	☑ All if deemed appropriate by the IEP committee
ID	Math Assessment	☐	☑	☐	☑	☐	☐	☐	☐	☐
	Norm-Referenced Test	☐	☑	☑	☑	☐	☐	☐	☐	☐
	Writing Assessment	☐	☑	☐	☑	☐	☐	☑	☐	☐
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	☑	☑	☑	☑	☐	☐	☐	☐	☐
IN	Statewide Assessment	☑	☑	☑	☑	☐	☐	☐	☐	☐
KS	Kansas Assessment Program	☑	☑	☑	☑	☐	☐	☑	☑	☐
KY	Alternate Portfolio	☐	☐	☑	☐	☐	☐	☑	☑	☐
	KCCT On-Demand	☑	☑	☐	☐	☐	☐	☑	☑	☐
	National Norm-Referenced Test	☑	☑	☐	☑	☐	☐	☑	☑	☐
	Writing Portfolio Assessment	☑	☐	☑	☑	☐	☐	☑	☑	☐
LA	Graduation Exit Examination (GEE)	☑	☑	☑	☑	☐	☑	☑	☑	☐

Question 3.4.4 B **Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessment used in this component?**

B. If yes, what kinds of accommodations are allowed? Check all that apply.

		Timing/Scheduling:					Other Accommodations:			
State	Component	Extended testing time	More breaks	Extending sessions over multiple days	Altered time of day that test is admin.	Other (Please specify)	Out-of-level testing	Use of word lists/ dictionaries	Use of spell checkers	Other (Please specify)
LA	LEAP 21 Grades 4, 8	☑	☑	☑	☑	☐	☑	☑	☑	☑ Assistive technology
	The Iowa Tests, Complete Battery	☑	☑	☑	☑	☐	☑	☑	☑	☐
MA	Massachusetts Comprehensive Assessment System (MCAS)	☑	☑	☑	☑	☐	☐	☐	☐	☐
MD	High School Assessments	☑	☑	☑	☑	☐	☐	☑	☐	☐
	Maryland Functional Tests	☑	☑	☑	☑	☐	☐	☑	☑	☐
	Maryland School Performance Assessment Program (MSPAP)	☑	☑	☑	☑	☐	☐	☑	☑	☐
ME	Maine Educational Assessment	☑	☑	☑	☑	☐	☑	☑	☑	☐
MI	Grade 4 and 7 Reading and Mathematics	☑	☑	☐	☑	☑ IEP determines	☐	☑	☐	☑ IEP determines
	Grade 5 and 8 Science, Social Studies, and Writing	☑	☑	☐	☑	☑ IEP determines	☐	☑	☐	☑ IEP determines
	MEAP High School Test	☑	☑	☐	☑	☑ IEP determines	☐	☑	☐	☑ IEP determines
MN	Basic Standards Tests	☑	☑	☐	☑	☐	☐	☐	☐	☐
	Minnesota Comprehensive Assessments	☑	☑	☐	☑	☐	☐	☐	☐	☐
MO	MAP	☑	☑	☑	☑	☐	☐	☑	☐	☐
MP	Stanford Achievement Test, Ninth Edition	☑	☐	☐	☐	☐	☑	☐	☐	☐
MS	Career Planning and Assessment System	☐	☑	☐	☑	☐	☐	☑	☐	☐
	Functional Literacy Examination	☑	☑	☑	☑	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☑	☑	☑	☐	☐	☐	☐	☐
MT	Student Assessment Requirement	☐	☐	☐	☐	☐	☐	☐	☐	☐
NC	NC Annual Testing Program	☑	☑	☑	☑	☐	☐	☐	☐	☐

Question 3.4.4 B Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessment used in this component?

B. If yes, what kinds of accommodations are allowed? Check all that apply.

		Timing/Scheduling:					Other Accommodations:			
State	Component	Extended testing time	More breaks	Extending sessions over multiple days	Altered time of day that test is admin.	Other (Please specify)	Out-of-level testing	Use of word lists/ dictionaries	Use of spell checkers	Other (Please specify)
NC	NC Testing Program - Competency Testing	☑	☑	☑	☑	☐	☐	☑	☐	☐
	NC Tests of Computer Skills	☑	☑	☑	☑	☐	☐	☐	☐	☐
	Norm-Referenced Testing Program	☐	☐	☐	☐	☐	☐	☐	☐	☐
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☑	☑	☑	☑	☑ Any stated in the IEP or Section 504 Plan.	☑	☑	☑	☑ Any stated in the IEP or Section 504 Plan.
NE	No State Assessments 1999-2000	☐	☐	☐	☐	☐	☐	☐	☐	☐
NH	NH Educational Improvement and Assessment Program	☑	☑	☐	☐	☐	☐	☑	☐	☐
NJ	Elementary School Proficiency Assessment	☑	☑	☑	☐	☐	☐	☐	☐	☐
	Grade 11 High School Proficiency Test	☑	☑	☑	☐	☐	☐	☐	☐	☐
	Grade Eight Proficiency Assessment	☑	☑	☑	☐	☐	☐	☐	☐	☐
NM	NM Achievement Assessment	☐	☐	☐	☐	☑ IEP	☐	☐	☐	☑ IEP
	NM High School Competency Exam	☐	☐	☐	☐	☑ IEP	☐	☐	☐	☑ IEP
	NM Writing Assessment Program	☐	☐	☐	☐	☑ IEP	☐	☐	☐	☑ IEP
	Reading Assessments for Grades 1 and 2	☐	☐	☐	☐	☑ IEP	☐	☐	☐	☑ IEP
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	☑	☑	☐	☑	☐	☐	☐	☐	☐
	High School Proficiency Examination	☑	☑	☑	☑	☐	☐	☐	☐	☑ Calculator (IEP only)
	Norm-Referenced Testing at Grades 4, 8, and 10	☐	☐	☐	☑	☐	☐	☐	☐	☐

Question 3.4.4 B Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessment used in this component?

B. If yes, what kinds of accommodations are allowed? Check all that apply.

		Timing/Scheduling:					Other Accommodations:			
State	Component	Extended testing time	More breaks	Extending sessions over multiple days	Altered time of day that test is admin.	Other (Please specify)	Out-of-level testing	Use of word lists/ dictionaries	Use of spell checkers	Other (Please specify)
NY	New York State Testing Program	☑	☑	☑	☐	☐	☐	☐	☑	☐
	Occupational Education Proficiency Examinations	☑	☑	☑	☐	☐	☐	☐	☑	☐
	Program Evaluation Tests (PET)	☑	☑	☑	☐	☐	☐	☐	☑	☐
	Regents Competency Tests	☑	☑	☑	☐	☐	☐	☐	☑	☐
	Regents Examination Program	☑	☑	☑	☐	☐	☐	☐	☑	☐
	Second Language Proficiency Exams	☑	☑	☑	☐	☐	☐	☐	☐	☐
OH	12th-Grade Proficiency Testing	☑	☑	☐	☑	☐	☐	☑	☑	☐
	4th-Grade Proficiency Testing	☑	☑	☐	☑	☐	☐	☑	☑	☐
	6th-Grade Proficiency Testing	☑	☑	☐	☑	☐	☐	☑	☑	☐
	9th-Grade Proficiency Testing	☑	☑	☐	☑	☐	☐	☑	☑	☐
OK	Oklahoma Core Curriculum Tests - Multiple Choice	☑	☑	☑	☑	☐	☐	☐	☐	☐
	Oklahoma Core Curriculum Tests - Writing	☐	☐	☐	☑	☐	☐	☐	☐	☐
OR	Reading, Writing, Science, and Mathematics Assessment	☑	☑	☑	☑	☐	☐	☑	☑	☐
PA	Reading, Mathematics	☑	☑	☑	☑	☐	☐	☐	☐	☐
PR	Pruebas Puertorriqueñas de Competencias Escolares	☑	☑	☐	☑	☐	☐	☐	☐	☐
RI	English Lang. Arts & Math Performance Assessment	☑	☑	☑	☑	☐	☐	☐	☐	☐
	Health Education Performance Assessment	☑	☑	☑	☑	☐	☐	☐	☐	☐

Question 3.4.4 B Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessment used in this component?

B. If yes, what kinds of accommodations are allowed? Check all that apply.

		Timing/Scheduling:					Other Accommodations:			
State	Component	Extended testing time	More breaks	Extending sessions over multiple days	Altered time of day that test is admin.	Other (Please specify)	Out-of-level testing	Use of word lists/ dictionaries	Use of spell checkers	Other (Please specify)
RI	Writing Performance Assessment	☑	☑	☑	☑	☐	☐	☐	☐	☐
SC	Criterion-Referenced Tests - BSAP - High School Exit Examination	☑	☑	☑	☑	☐	☐	☑	☑	☑ alternate scoring
	Criterion-Referenced Tests - PACT grades 3 - 8	☑	☑	☑	☑	☐	☑	☑	☑	☑ alternate scoring
	Criterion-Referenced Tests - Readiness Test	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing - TerraNova sample testing	☐	☐	☐	☐	☐	☐	☐	☐	☐
SD	Stanford Achievement Test, Ninth Edition	☑	☑	☑	☑	☐	☐	☐	☐	☐
	Stanford Writing Assessment Program, Third Edition	☑	☑	☑	☑	☐	☐	☐	☐	☐
TN	Achievement Test (3-8)	☐	☑	☑	☑	☐	☐	☐	☐	☐
	Competency Test	☑	☑	☑	☑	☐	☐	☐	☐	☐
	High School End of Course	☐	☐	☐	☑	☐	☐	☐	☐	☐
	TCAP Writing Assessment (4, 7, 11)	☐	☐	☐	☑	☐	☐	☐	☐	☐
TX	Reading Proficiency Tests in English (RPTE)	☑	☑	☑	☑	☑ All RPTE tests are untimed	☐	☐	☐	☐
	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☑	☑	☑	☐	☑ All TAAS tests are untimed	☐	☐	☐	☐
UT	Core Curriculum Testing (Perf. Assessment)	☐	☐	☐	☐	☑ All accommodations are permitted - (teacher decision)	☐	☐	☐	☑ All accommodations are permitted - (teacher decision)
	Norm-Referenced Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Utah Core Assessment CRT Program	☑	☑	☑	☑	☐	☑	☑	☐	☐

Question 3.4.4 B Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessment used in this component?

B. If yes, what kinds of accommodations are allowed? Check all that apply.

		Timing/Scheduling:					Other Accommodations:			
State	Component	Extended testing time	More breaks	Extending sessions over multiple days	Altered time of day that test is admin.	Other (Please specify)	Out-of-level testing	Use of word lists/ dictionaries	Use of spell checkers	Other (Please specify)
VA	Standards of Learning (SOL) Assessment Program	☐	☐	☐	☑	☐	☐	☑	☑	☐
	Virginia Literacy Testing Program	☑	☐	☑	☑	☐	☐	☐	☑	☐
	Virginia State Assessment NRT Program	☑	☑	☑	☑	☐	☐	☑	☑	☐
VI	Terra Nova Assessments Series	☑	☑	☑	☑	☐	☐	☑	☑	☐
VT	Standard's Referenced Exams (NSRE)	☑	☑	☑	☑	☐	☐	☐	☐	☐
	Vermont Developmental Reading Assessment	☑	☑	☑	☑	☐	☐	☐	☐	☐
WA	Norm-Referenced Testing	☐	☑	☑	☑	☐	☐	☐	☐	☐
	Second Grade Reading	☐	☐	☐	☐	☑ Stop assessment if student is experiencing difficulty and is significantly below grade level	☐	☐	☐	☐
	Washington Assessment of Student Learning	☑	☑	☑	☑	☐	☐	☑	☐	☐
WI	Reading Comprehension	☑	☑	☑	☑	☑ Administer test in shorter sessions with more breaks or rest periods.	☐	☐	☐	☐
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☑	☑	☑	☐	☐	☐	☐	☐	☐
WV	ACT Explore	☑	☐	☐	☐	☐	☐	☐	☐	☐
	ACT Work Keys	☑	☑	☑	☐	☐	☐	☐	☐	☐
	National Assessment of Educational Progress	☐	☐	☐	☐	☑ Federal NAEP guidelines were followed.	☐	☐	☐	☑ Federal NAEP guidelines were followed.
	Norm-referenced Test	☑	☐	☐	☐	☐	☑	☐	☐	☐
	Writing Assessment	☑	☑	☐	☐	☐	☐	☐	☐	☐
WY	Carl Perkins Assessment	☑	☑	☑	☐	☐	☐	☐	☐	☐

Question 3.4.4 B Does the state permit LEAs to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessment used in this component?

B. If yes, what kinds of accommodations are allowed? Check all that apply.

State	Component	Timing/Scheduling:					Other Accommodations:			
		Extended testing time	More breaks	Extending sessions over multiple days	Altered time of day that test is admin.	Other (Please specify)	Out-of-level testing	Use of word lists/ dictionaries	Use of spell checkers	Other (Please specify)
WY	Wyoming Comprehensive Assessment System	☑	☑	☑	☑	☐	☐	☐	☐	☐
	Totals by State	44	44	37	40	11	11	21	13	11
	Totals by Jurisdiction	7	4	3	3	0	1	1	1	1
	Total	51	48	40	43	11	12	22	14	12

Question 3.4.5 Were alternate assessments (assessments that replace the regular ones) available for students with disabilities for whom the regular assessment, even with accommodations, was not appropriate?

State	Component	Yes	No	Response
AK	California Achievement Test, fifth edition	☐	☑	
	Norm-Referenced Testing	☐	☑	
AL	Alabama Direct Assessment of Writing	☑	☐	Determined locally by IEP/504 team
	Alabama Early Learning Inventory	☑	☐	Determined locally by IEP/504 team
	Alabama High School Graduation Exam, Third Edition	☐	☑	
	Alabama Reading Assessment: Grade 1	☑	☐	Determined locally by IEP/504 Team
	Alabama Reading Assessment: Grade 2	☑	☐	Determined locally by IEP/504 Team
	Stanford Achievement Test, 9th edition	☑	☐	Determined locally by IEP/504 team.
AR	Criterion-Referenced Testing	☐	☑	
	Norm-Referenced Testing	☐	☑	
AS	Stanford Achievement Test Ninth Edition	☐	☑	
AZ	CRT: Arizona's Instrument to Measure Standards (AIMS)	☑	☐	Arizona's Instrument to Measure Standards - Alternate (AIMS-A) was available July 1, 2000.
	NRT: Stanford Achievement Test, Ninth Edition	☑	☐	Students with significant disabilities may take AIMS-A.
CA	Assessments in Career Education	☐	☑	
	CHSPE	☐	☑	
	GED	☐	☑	
	Golden State Exams	☐	☑	
	Physical Fitness Test	☑	☐	The regular assessment includes a variety of alternate activities are offered for students with special needs.
	Standardized Testing and Reporting Program (STAR)	☑	☐	Based on meeting IEP goals reported to Special Education Division
CO	Reading, Writing, Mathematics, and Science	☐	☑	
CT	Connecticut Academic Performance Test (CAPT)	☐	☑	
	Connecticut Mastery Test (CMT)	☑	☐	Out of level testing can be considered a form of alternate assessment and will be formally so in 2000.
DC	Stanford Achievement Tests- Ninth Edition	☐	☑	
DE	Delaware Student Testing Program - Mathematics NRT	☐	☑	In development; currently being piloted. Will be administered statewide in FY01
	Delaware Student Testing Program - Reading NRT	☐	☑	In development; currently being piloted. Will be administered statewide in FY01
	Delaware Student Testing Program - Science 8 & 11	☐	☑	In development; currently being piloted. Will be administered statewide in FY 01.
	Delaware Student Testing Program - Social Studies 8 & 11	☐	☑	
	Delaware Student Testing Program - Standards-Based Mathematics	☐	☑	In development; currently being piloted; will be administered statewide in FY01
	Delaware Student Testing Program - Standards-Based Reading	☐	☑	In development; currently being piloted; will be administered statewide in FY01
	Delaware Student Testing Program - Standards-Based Writing	☐	☑	In development; currently being piloted; will be administered statewide in FY01
DoDEA	CTB TerraNova Multiple Assessment	☐	☑	
FL	No Response to 1999-2000 Survey	☐	☐	

Question 3.4.5 Were alternate assessments (assessments that replace the regular ones) available for students with disabilities for whom the regular assessment, even with accommodations, was not appropriate?

State	Component	Yes	No	Response
GA	Criterion-Referenced Competency Tests (CRCT)	☐	☑	
	Georgia High School Graduation Tests (GHSGT)	☐	☑	
	Georgia Kindergarten Assessment Program-Revised (GKAP-R)	☐	☑	
	Iowa Tests of Basic Skills	☐	☑	
	Writing Test	☐	☑	
GU	SAT9 Norm-Referenced Test	☐	☑	
HI	Stanford Achievement Test 9th Ed. Abbreviated	☐	☑	
IA	Standardized Testing ITBS and ITED	☐	☑	
ID	Math Assessment	☐	☑	
	Norm-Referenced Test	☐	☑	
	Writing Assessment	☐	☑	
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	☐	☑	
IN	Statewide Assessment	☐	☑	
KS	Kansas Assessment Program	☐	☑	Planned/under development.
KY	Alternate Portfolio	☑	☐	This is the alternate portfolio.
	KCCT On-Demand	☑	☐	It is a decision based on curriculum. An Alternate Portfolio within the framework of the Academic Expectations focused on alternate curricular goals.
	National Norm-Referenced Test	☐	☑	
	Writing Portfolio Assessment	☑	☐	It is a decision based on curriculum. An Alternate Portfolio within the framework of the Academic Expectations focused on alternate curricular goals.
LA	Graduation Exit Examination (GEE)	☐	☑	
	LEAP 21 Grades 4, 8	☐	☑	
	The Iowa Tests, Complete Battery	☐	☑	
MA	Massachusetts Comprehensive Assessment System (MCAS)	☑	☐	A MCAS Alternate Assessment was pilot tested in spring 2000 and will be fully implemented in spring 2001. Students not participating in the pilot test were administered locally-developed alternate assessments.
MD	High School Assessments	☐	☑	
	Maryland Functional Tests	☐	☑	
	Maryland School Performance Assessment Program (MSPAP)	☑	☐	Performance assessments were given to students with severe developmental delays. The performance assessments were based on alternate educational outcomes.
ME	Maine Educational Assessment	☑	☐	Students excluded from the MEA receive alternate assessment. Maine is developing a portfolio approach that is in the pilot stage. This alternate assessment portfolio process will be available to local school units or school units.
MI	Grade 4 and 7 Reading and Mathematics	☑	☐	Alternates were determined by local districts; a statewide program will begin implementation in 2002.
	Grade 5 and 8 Science, Social Studies, and Writing	☑	☐	Determined by local districts. A statewide program will begin in 2002.
	MEAP High School Test	☑	☐	Determined by local districts. A statewide program will begin in 2002.

Question 3.4.5 Were alternate assessments (assessments that replace the regular ones) available for students with disabilities for whom the regular assessment, even with accommodations, was not appropriate?

State	Component	Yes	No	Response
MN	Basic Standards Tests	☑	☐	Developed by special educators, the test - a developmental checklist - is administered to students for whom IEP teams deem inappropriate
	Minnesota Comprehensive Assessments	☐	☑	
MO	MAP	☑	☐	MAP A was voluntary in the spring of 2000. Districts could participate if they so desired.
MP	Stanford Achievement Test, Ninth Edition	☐	☑	
MS	Career Planning and Assessment System	☐	☑	
	Functional Literacy Examination	☐	☑	
	Norm-Referenced Testing	☐	☑	
MT	Student Assessment Requirement	☑	☐	There may have been alternate assessments available in some settings.
NC	NC Annual Testing Program	☐	☑	They were available from the state as a pilot for students with serious cognitive disabilities. Other assessment alternatives for other categories of students typically exempted from the statewide assessment are under development. The State requires locals who exempted students from the statewide testing program to administer an alternate assessment. No data are being collected to verify the extent to which this requirement is being met.
	NC Testing Program - Competency Testing	☐	☑	
	NC Tests of Computer Skills	☑	☐	Portfolio assessment.
	Norm-Referenced Testing Program	☐	☑	
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☑	☑	A North Dakota Alternate Assessment Process was developed. State-wide professional development was conducted and will need to be conducted each year.
NE	No State Assessments 1999-2000	☑	☐	Locals were provided assistance in developing them.
NH	NH Educational Improvement and Assessment Program	☐	☑	
NJ	Elementary School Proficiency Assessment	☐	☑	
	Grade 11 High School Proficiency Test	☑	☐	Special Review Assessment (SRA) may be used to meet graduation testing requirement -- includes portfolio type of assessment completed over months/years.
	Grade Eight Proficiency Assessment	☐	☑	
NM	NM Achievement Assessment	☑	☐	SEA allows LEA to utilize alternative assessments as appropriate per IEP
	NM High School Competency Exam	☑	☐	SEA allows LEA to create and administer appropriate alternative assessments.
	NM Writing Assessment Program	☑	☐	SEA allows LEA to create and administer appropriate alternative assessments
	Reading Assessments for Grades 1 and 2	☑	☐	Determined at local level by IEP
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	☐	☑	
	High School Proficiency Examination	☐	☑	
	Norm-Referenced Testing at Grades 4, 8, and 10	☐	☑	

Question 3.4.5 Were alternate assessments (assessments that replace the regular ones) available for students with disabilities for whom the regular assessment, even with accommodations, was not appropriate?

State	Component	Yes	No	Response
NY	New York State Testing Program	☑	☐	Schools must provide an alternative assessment to students who IEP exempts them from this assessment. The Department is planning the development of alternate assessments for those special education students whom these assessments are not appropriate.
	Occupational Education Proficiency Examinations	☐	☑	
	Program Evaluation Tests (PET)	☑	☐	Schools must provide an alternative assessment to students whose IEP exempts them from this assessment.
	Regents Competency Tests	☑	☐	Schools must provide an alternative assessment to students whose IEP exempts them from this assessment. Students who do not pass the RCTs or Regents or approved alternatives do not earn high school diplomas.
	Regents Examination Program	☐	☑	Schools must provide an alternative assessment to students whose IEP exempts them from this assessment
	Second Language Proficiency Exams	☐	☑	
OH	12th-Grade Proficiency Testing	☐	☑	
	4th-Grade Proficiency Testing	☐	☑	
	6th-Grade Proficiency Testing	☐	☑	
	9th-Grade Proficiency Testing	☐	☑	
OK	Oklahoma Core Curriculum Tests - Multiple Choice	☐	☑	Some alternate assessments were provided by LEAs at the discretion of IEP committees- but not provided at the State level.
	Oklahoma Core Curriculum Tests - Writing	☐	☑	
OR	Reading, Writing, Science, and Mathematics Assessment	☐	☑	
PA	Reading, Mathematics	☐	☑	
PR	Pruebas Puertorriqueñas de Competencias Escolares	☐	☑	
RI	English Lang. Arts & Math Performance Assessment	☐	☑	
	Health Education Performance Assessment	☐	☑	
	Writing Performance Assessment	☐	☑	
SC	Criterion-Referenced Tests - BSAP - High School Exit Examination	☐	☑	
	Criterion-Referenced Tests - PACT grades 3 - 8	☐	☑	
	Criterion-Referenced Tests - Readiness Test	☐	☑	
	Norm-Referenced Testing - TerraNova sample testing	☐	☑	
SD	Stanford Achievement Test, Ninth Edition	☐	☑	
	Stanford Writing Assessment Program, Third Edition	☐	☑	
TN	Achievement Test (3-8)	☐	☑	
	Competency Test	☐	☑	
	High School End of Course	☐	☑	
	TCAP Writing Assessment (4, 7, 11)	☐	☑	

Question 3.4.5 Were alternate assessments (assessments that replace the regular ones) available for students with disabilities for whom the regular assessment, even with accommodations, was not appropriate?

State	Component	Yes	No	Response
TX	Reading Proficiency Tests in English (RPTE)	☐	☐	This is an alternative assessment for LEP students. Because of the wide range of reading proficiency assessed and the fact that it assesses annual progress makes it appropriate for LEP students with disabilities whose IEP includes reading instruction.
	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☑	☐	A state-provided list
UT	Core Curriculum Testing (Perf. Assessment)	☑	☐	Local decision. These assessments are available for use in any manner a teacher decides.
	Norm-Referenced Testing	☐	☑	
	Utah Core Assessment CRT Program	☑	☐	An alternate assessment is now in place for IEP students who are severe and profound who primarily receive a functional/life skills curriculum. These students are assessed in the fall and in the spring. Overall, this assessment looks at rate of change/amount of growth regarding critical skills and concepts identified in their IEP.
VA	Standards of Learning (SOL) Assessment Program	☐	☑	
	Virginia Literacy Testing Program	☐	☑	
	Virginia State Assessment NRT Program	☐	☑	
VI	Terra Nova Assessments Series	☑	☐	Brigance Inventories (Criterion-referenced tests)
VT	Standard's Referenced Exams (NSRE)	☑	☐	Modifications and Adaptations-out of level testing LifeSkills assessment
	Vermont Developmental Reading Assessment	☑	☐	Modifications-identification of colors and student name
WA	Norm-Referenced Testing	☐	☑	
	Second Grade Reading	☐	☑	
	Washington Assessment of Student Learning	☐	☑	
WI	Reading Comprehension	☑	☐	Yes, at the local level. Locally-developed standards-based alternate assessments are expected to be administered.
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☑	☐	Alternate assessments are standards-based and locally developed.
WV	ACT Explore	☐	☑	
	ACT Work Keys	☐	☑	
	National Assessment of Educational Progress	☑	☐	Counties selected their alternate assessment instrument for 1999-00.
	Norm-referenced Test	☑	☐	County school systems selected an alternate assessment instrument to be used in 1999-00.
	Writing Assessment	☐	☑	
WY	Carl Perkins Assessment	☐	☑	
	Wyoming Comprehensive Assessment System	☑	☐	It was pilot-tested in 1999-2000 and was fully implemented in 2000-2001.
	Totals by State	24	38	
	Totals by Jurisdiction	1	6	
	Total	25	44	

Question 3.4.6 What initiatives (policy, standards, assessments, or research) are under way to develop alternate assessments for students with disabilities?

State	Component	Response
AK	California Achievement Test, fifth edition	We are developing participation guidelines for the inclusion of special education students in all state assessments.
	Norm-Referenced Testing	
AL	Alabama Direct Assessment of Writing	None
	Alabama Early Learning Inventory	Development of standards and assessment
	Alabama High School Graduation Exam, Third Edition	
	Alabama Reading Assessment: Grade 1	Development of standards and assessment
	Alabama Reading Assessment: Grade 2	Development of standards and assessment
	Stanford Achievement Test, 9th edition	Development of standards and assessment.
AR	Criterion-Referenced Testing	An Alternate Portfolio Assessment System is being field tested this year.
	Norm-Referenced Testing	
AS	Stanford Achievement Test Ninth Edition	
AZ	CRT: Arizona's Instrument to Measure Standards (AIMS)	We are looking forward to the development of valid out-of-level tests.
	NRT: Stanford Achievement Test, Ninth Edition	None
CA	Assessments in Career Education	None presently
	CHSPE	
	GED	
	Golden State Exams	
	Physical Fitness Test	none
	Standardized Testing and Reporting Program (STAR)	
CO	Reading, Writing, Mathematics, and Science	An alternate assessment (CSAP-A) will be available in Spring 2001 for grade 4 reading and writing.
CT	Connecticut Academic Performance Test (CAPT)	Department staff have designed the alternate assessment which will be implemented in the 2000-01 school year. It is expected that Out of Level testing, which was introduced in 1990 for the CMT, is one component or tier of a two-tier alternative assessment system. The second tier for more significantly impaired students will be a developmental checklist completed by teachers.
	Connecticut Mastery Test (CMT)	Department staff have designed the alternate assessment which will be implemented in the 2000-01 school year. It is expected that Out of Level testing, which was introduced in 1990 for the CMT, is one component or tier of a two-tier alternative assessment system. The second tier for more significantly impaired students will be a developmental checklist completed by teachers.
DC	Stanford Achievement Tests- Ninth Edition	Alternate assessment will be developed and piloted in SY 2000-2001.

Question 3.4.6 What initiatives (policy, standards, assessments, or research) are under way to develop alternate assessments for students with disabilities?

State	Component	Response
DE	Delaware Student Testing Program - Mathematics NRT	
	Delaware Student Testing Program - Reading NRT	
	Delaware Student Testing Program - Science 8 & 11	
	Delaware Student Testing Program - Social Studies 8 & 11	
	Delaware Student Testing Program - Standards-Based Mathematics	
	Delaware Student Testing Program - Standards-Based Reading	
	Delaware Student Testing Program - Standards-Based Writing	
DoDEA	CTB TerraNova Multiple Assessment	Plan to administer pilot of initial stage of alternate assessment in SY00-01
FL	No Response to 1999-2000 Survey	
GA	Criterion-Referenced Competency Tests (CRCT)	The Georgia Alternative Assessment has been developed for administration beginning in spring 2001.
	Georgia High School Graduation Tests (GHSGT)	None for this test series.
	Georgia Kindergarten Assessment Program-Revised (GKAP-R)	The Georgia Alternative Assessment has been developed for administration beginning in spring 2001.
	Iowa Tests of Basic Skills	
	Writing Test	The Georgia Alternative Assessment has been developed for administration beginning in spring 2001.
GU	SAT9 Norm-Referenced Test	None
HI	Stanford Achievement Test 9th Ed. Abbreviated	Identification and designation of alternative assessments are currently being determined by Special Education Section personnel of the Department.
IA	Standardized Testing ITBS and ITED	State task force working on developing/adapting standards and benchmarks as well as assessment process.
ID	Math Assessment	Special education team piloting alternate math assessment to be implemented the following school year.
	Norm-Referenced Test	Special education staff, along with a committee of educators, are designing an alternate assessments. Currently districts use appropriate measures for those students needing specific alternate assessments and including those students in regular testing according to the student IEP requirements.
	Writing Assessment	Special education team is piloting Writing Alternate Assessments for general use next school year.
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	Plans to include alternative assessment into state testing program are well advanced

Question 3.4.6 What initiatives (policy, standards, assessments, or research) are under way to develop alternate assessments for students with disabilities?

State	Component	Response
IN	Statewide Assessment	Was piloted in 1999-2000 school year. Operational and available to all schools Fall 2000.
KS	Kansas Assessment Program	Extended standards have been written in reading/writing and mathematics. Extended standards are planned in science and social studies.
KY	Alternate Portfolio	Alternate portfolio in place since 1993.
	KCCT On-Demand	Alternate Portfolio assessment implemented in 1993.
	National Norm-Referenced Test	Not for this component of the assessment.
	Writing Portfolio Assessment	Alternate Portfolio assessment implemented in 1993. See separate description of assessment.
LA	Graduation Exit Examination (GEE)	The Louisiana Alternate Assessment was field tested on a sample of students and will be fully implemented and operational for the school year 2000-2001.
	LEAP 21 Grades 4, 8	The Louisiana Alternate Assessment was field tested on a sample of students and will be fully implemented and operational for the school year 2000-2001.
	The Iowa Tests, Complete Battery	The Louisiana Alternate Assessment was field tested on a sample of students and will be fully implemented and operational for the school year 2000-2001.
MA	Massachusetts Comprehensive Assessment System (MCAS)	A statewide MCAS Alternate Assessment based on the state learning standards is under development.
MD	High School Assessments	NA
	Maryland Functional Tests	NA
	Maryland School Performance Assessment Program (MSPAP)	
ME	Maine Educational Assessment	The Maine department of education currently has assigned staff to work with schools in developing alternate assessment strategies.
MI	Grade 4 and 7 Reading and Mathematics	Phase 1 MI-Access assessments are designed for students who function at a severe or moderate cognitive level and will be implemented statewide in Winter 2002. Phase 2 MI-Access is for students who function at the mild cognitive level and is currently under development.
	Grade 5 and 8 Science, Social Studies, and Writing	Phase 1 MI-Access assessments are designed for students who function at a severe or moderate cognitive level and will be implemented statewide in Winter 2002. Phase 2 MI-Access is for students who function at the mild cognitive level and is currently under development.
	MEAP High School Test	Phase 1 MI-Access assessments are designed for students who function at a severe or moderate cognitive level and will be implemented statewide in Winter 2002. Phase 2 MI-Access is for students who function at the mild cognitive level and is currently under development.
MN	Basic Standards Tests	
	Minnesota Comprehensive Assessments	An alternate assessment program is available for use with special education students.

Question 3.4.6 What initiatives (policy, standards, assessments, or research) are under way to develop alternate assessments for students with disabilities?

State	Component	Response
MO	MAP	MAP-Alternate Portfolio Assessment was developed by the Department of Elementary and Secondary Education for those students unable to take MAP.
MP	Stanford Achievement Test, Ninth Edition	The development of the Comprehensive Student Accountability Plan included Multiple Assessment to be made available to all students. Alternate Assessment is one of the projects which was spearheaded last January.
MS	Career Planning and Assessment System	
	Functional Literacy Examination	
	Norm-Referenced Testing	
MT	Student Assessment Requirement	An alternate assessment development process is underway and will be implemented with the spring 2001 statewide assessment.
NC	NC Annual Testing Program	In response to revised IDEA legislation, North Carolina piloted an alternate assessment portfolio is 10 LEAs in 1999-00. The plan is to implement a statewide instrument in 2000-01. In addition, the plan is to develop a computerized adaptive testing system for students with disabilities who may be following the Standard Course of Study but functioning at a lower level.
	NC Testing Program - Competency Testing	Pilot planning began during 1997-98.
	NC Tests of Computer Skills	Portfolio assessment already available.
	Norm-Referenced Testing Program	None
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	We have a Task Force on the Participation of Students with Disabilities in Statewide Assessments/Alternate Assessments. The task force is working with various groups to help coordinate this process.
NE	No State Assessments 1999-2000	Department of Education Staff have assisted districts in workshops.
NH	NH Educational Improvement and Assessment Program	Alternate assessment under development; will be on line by 7/1/2001.
NJ	Elementary School Proficiency Assessment	The assessment office is working jointly with the office of Special Education Programs to plan and develop an Alternate Proficiency Assessment for students with severe disabilities.
	Grade 11 High School Proficiency Test	Office of Assessment is working jointly with the Office of Special Education Programs to plan and develop an Alternate Proficiency Assessment for students with severe disabilities.
	Grade Eight Proficiency Assessment	The assessment office is working jointly with the office of Special Education Programs to plan and develop an Alternate Proficiency Assessment for students with severe disabilities.
NM	NM Achievement Assessment	Statewide review during 1998-99
	NM High School Competency Exam	Statewide review during 1998-99.
	NM Writing Assessment Program	Statewide review during 1998-99.
	Reading Assessments for Grades 1 and 2	Statewide reviews occurring during 98-99.

Question 3.4.6 What initiatives (policy, standards, assessments, or research) are under way to develop alternate assessments for students with disabilities?

State	Component	Response
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	None
	High School Proficiency Examination	None
	Norm-Referenced Testing at Grades 4, 8, and 10	Skills and Competencies Alternate Assessment of Nevada. (SCANN) Results provide data on students' performance in five broad curricular domains (Academic, Personal Living, Recreation and Leisure, Social and Communication, and Vocational).
NY	New York State Testing Program	The Department is planning the development of alternate assessments for those special education students for whom these assessments are not appropriate.
	Occupational Education Proficiency Examinations	
	Program Evaluation Tests (PET)	The Department is planning the development of alternate assessments for those special education students for whom these assessments are not appropriate.
	Regents Competency Tests	The Department is planning the development of alternate assessments for those special education students for whom these assessments are not appropriate.
	Regents Examination Program	The Department is planning the development of alternate assessments for those special education students for whom these assessments are not appropriate.
	Second Language Proficiency Exams	
OH	12th-Grade Proficiency Testing	
	4th-Grade Proficiency Testing	Prototype assessments and guidelines for use are being prepared for use in 2000-01.
	6th-Grade Proficiency Testing	Prototype assessments and guidelines for use are being prepared for use in 2000-01.
	9th-Grade Proficiency Testing	Prototype assessments and guidelines for use are being prepared for use in 2000-01.
OK	Oklahoma Core Curriculum Tests - Multiple Choice	We will implement alternate assessments for Special Education
	Oklahoma Core Curriculum Tests - Writing	
OR	Reading, Writing, Science, and Mathematics Assessment	Assessments are being developed that will allow students to take assessments appropriate to their educational level in either the academic area or in life skills.
PA	Reading, Mathematics	The alternate assessment, or PASA, is available for Reading and Math for 2000-2001
PR	Pruebas Puertorriqueñas de Competencias Escolares	To comply with Federal Laws (IDEA and Title I).
RI	English Lang. Arts & Math Performance Assessment	We are using alternate assessments in full implementation beginning in 2000-01 school year.
	Health Education Performance Assessment	We are using Alternate Assessments in full implementation beginning in 2001 school year.

Question 3.4.6 What initiatives (policy, standards, assessments, or research) are under way to develop alternate assessments for students with disabilities?

State	Component	Response
RI	Writing Performance Assessment	Using Alternate Assessments beginning in 2000-01 school year.
SC	Criterion-Referenced Tests - BSAP - High School Exit Examination	none
	Criterion-Referenced Tests - PACT grades 3 - 8	Standards and tests were under development.
	Criterion-Referenced Tests - Readiness Test	Not Applicable
	Norm-Referenced Testing - TerraNova sample testing	None because the NRT is not part of the statewide assessment program. It is a small sample administration.
SD	Stanford Achievement Test, Ninth Edition	An alternate assessment has been developed and was used this year for the first time.
	Stanford Writing Assessment Program, Third Edition	An alternate assessment has been developed and was used this year for the first time.
TN	Achievement Test (3-8)	Alternative assessment to be in place during 2000-01 year
	Competency Test	Alternative assessment pilot test
	High School End of Course	Alternative assessment pilot test
	TCAP Writing Assessment (4, 7, 11)	Alternative assessment pilot test
TX	Reading Proficiency Tests in English (RPTE)	
	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	Texas is developing an alternative assessment for students in grades 3-8 who are receiving academic instruction in the Texas curriculum and for whom the TAAS is an inappropriate measure of their progress. ARD committees will decide on the year-to-year expected growth on this assessment. The alternative assessment was field tested in spring 2000 and the first administration is planned for spring 2001. In addition, legislation enacted in 1999 requires implementation of an alternative assessment no later than the 2003-2004 school year for students in grades 9 and 10 who are receiving academic instruction in the Texas curriculum and for whom the TAAS is an inappropriate measure of their progress.
UT	Core Curriculum Testing (Perf. Assessment)	
	Norm-Referenced Testing	An alternate assessment is now in place for IEP students who are severe and profound who primarily receive a functional/life skills curriculum.
	Utah Core Assessment CRT Program	
VA	Standards of Learning (SOL) Assessment Program	Planning is currently underway for the development of an alternate assessment.
	Virginia Literacy Testing Program	Planning is currently underway for the development of an alternate assessment.
	Virginia State Assessment NRT Program	Planning for the development of an alternate assessment is currently underway.
VI	Terra Nova Assessments Series	The VI has taken the step to develop a state plan and attempts are being made to address all these areas.

Question 3.4.6 What initiatives (policy, standards, assessments, or research) are under way to develop alternate assessments for students with disabilities?

State	Component	Response
VT	Standard's Referenced Exams (NSRE)	Validation of process of assigning students to standard, accommodated, modified, adapted or lifeskills assessment. Validation of lifeskills assessment process.
	Vermont Developmental Reading Assessment	
WA	Norm-Referenced Testing	Statewide committee to make recommendations
	Second Grade Reading	None
	Washington Assessment of Student Learning	
WI	Reading Comprehension	None at the present time. However, there will be guidelines published to assist IEP teams in making connections between alternate assessments and state academic standards "alternate performance indicators."
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	In the Fall of 1999, DPI will publish a Guide Book for facilitating standards-based alternate assessments.
WV	ACT Explore	West Virginia implemented its Alternate Assessment in 2000-01. There is one Alternate Assessment for the statewide assessment program, not for each component of that program.
	ACT Work Keys	None
	National Assessment of Educational Progress	The WV Alternate Assessment will be piloted in 2000-01.
	Norm-referenced Test	The WV Alternate Assessment is being piloted statewide in 2000-01.
	Writing Assessment	An Alternate Assessment for WV students will be implemented for the first time during the 2000-01 year. There will be only one Alternate Assessment, not one for each assessment component.
WY	Carl Perkins Assessment	Alternate assessments is under development
	Wyoming Comprehensive Assessment System	It was pilot-tested in 1999-2000 and was fully implemented in 2000-2001.

Question 3.4.7 **Were scores from accommodated students with disabilities, those who took the regular assessment with accommodations, reported for the assessments used in this component? If yes, how were these scores reported?**

State	Component	Yes	No	Reported to teacher and parents only	Included in summary reports in aggregate	Included in summary reports, but disaggregated	Included in summary reports in aggregate, but also disaggregated in a separate section
AK	California Achievement Test, fifth edition	☐	☑	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☐	☐	☐	☐	☐
AL	Alabama Direct Assessment of Writing	☑	☐	☐	☑	☐	☐
	Alabama Early Learning Inventory	☑	☐	☑	☑	☐	☐
	Alabama High School Graduation Exam, Third Edition	☑	☐	☐	☑	☐	☐
	Alabama Reading Assessment: Grade 1	☑	☐	☑	☐	☐	☐
	Alabama Reading Assessment: Grade 2	☑	☐	☑	☐	☐	☐
	Stanford Achievement Test, 9th edition	☑	☐	☐	☑	☐	☐
AR	Criterion-Referenced Testing	☑	☐	☑	☐	☑	☐
	Norm-Referenced Testing	☑	☐	☑	☐	☑	☐
AS	Stanford Achievement Test Ninth Edition	☑	☐	☐	☐	☐	☑
AZ	CRT: Arizona's Instrument to Measure Standards (AIMS)	☑	☐	☑	☑	☐	☐
	NRT: Stanford Achievement Test, Ninth Edition	☑	☐	☑	☑	☐	☐
CA	Assessments in Career Education	☐	☑	☐	☐	☐	☐
	CHSPE	☐	☑	☐	☐	☐	☐
	GED	☑	☐	☐	☑	☐	☑
	Golden State Exams	☑	☐	☑	☐	☐	☐
	Physical Fitness Test	☑	☐	☐	☑	☐	☐
	Standardized Testing and Reporting Program (STAR)	☑	☐	☑	☐	☐	☐
CO	Reading, Writing, Mathematics, and Science	☑	☐	☐	☐	☐	☑
CT	Connecticut Academic Performance Test (CAPT)	☑	☐	☐	☐	☐	☑
	Connecticut Mastery Test (CMT)	☑	☐	☐	☐	☐	☑
DC	Stanford Achievement Tests- Ninth Edition	☑	☐	☑	☐	☑	☐
DE	Delaware Student Testing Program - Mathematics NRT	☑	☐	☑	☐	☐	☐
	Delaware Student Testing Program - Reading NRT	☑	☐	☑	☐	☐	☐
	Delaware Student Testing Program - Science 8 & 11	☑	☐	☑	☐	☐	☐
	Delaware Student Testing Program - Social Studies 8 & 11	☑	☐	☑	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Mathematics	☑	☐	☑	☐	☐	☐

Question 3.4.7 Were scores from accommodated students with disabilities, those who took the regular assessment with accommodations, reported for the assessments used in this component? If yes, how were these scores reported?

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DE	Delaware Student Testing Program - Standards-Based Reading	☑	☐	☑	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Writing	☑	☐	☑	☐	☐	☐
DoDEA	CTB TerraNova Multiple Assessment	☑	☐	☑	☐	☑	☑
FL	No Response to 1999-2000 Survey	☐	☐	☐	☐	☐	☐
GA	Criterion-Referenced Competency Tests (CRCT)	☑	☐	☐	☑	☐	☐
	Georgia High School Graduation Tests (GHSGT)	☑	☐	☐	☑	☑	☐
	Georgia Kindergarten Assessment Program-Revised (GKAP-R)	☑	☐	☐	☑	☑	☐
	Iowa Tests of Basic Skills	☑	☐	☐	☑	☑	☐
	Writing Test	☑	☐	☐	☐	☐	☑
GU	SAT9 Norm-Referenced Test	☑	☐	☐	☐	☐	☑
HI	Stanford Achievement Test 9th Ed. Abbreviated	☑	☐	☑	☐	☐	☐
IA	Standardized Testing ITBS and ITED	☐	☑	☐	☐	☐	☐
ID	Math Assessment	☑	☐	☐	☐	☐	☑
	Norm-Referenced Test	☑	☐	☐	☐	☐	☑
	Writing Assessment	☑	☐	☐	☐	☐	☑
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	☑	☐	☐	☑	☐	☐
IN	Statewide Assessment	☑	☐	☐	☐	☐	☑
KS	Kansas Assessment Program	☑	☐	☐	☐	☐	☑
KY	Alternate Portfolio	☑	☐	☑	☑	☐	☐
	KCCT On-Demand	☑	☐	☑	☑	☐	☑
	National Norm-Referenced Test	☑	☐	☑	☑	☐	☑
	Writing Portfolio Assessment	☑	☐	☑	☑	☐	☐
LA	Graduation Exit Examination (GEE)	☑	☐	☑	☐	☑	☐
	LEAP 21 Grades 4, 8	☑	☐	☑	☐	☐	☑
	The Iowa Tests, Complete Battery	☑	☐	☑	☐	☑	☐
MA	Massachusetts Comprehensive Assessment System (MCAS)	☑	☐	☐	☐	☐	☑
MD	High School Assessments	☐	☐	☐	☐	☐	☐
	Maryland Functional Tests	☑	☐	☐	☑	☐	☑
	Maryland School Performance Assessment Program (MSPAP)	☑	☐	☐	☑	☐	☑

Question 3.4.7 Were scores from accommodated students with disabilities, those who took the regular assessment with accommodations, reported for the assessments used in this component? If yes, how were these scores reported?

State	Component	Yes	No	Reported to teacher and parents only	Included in summary reports in aggregate	Included in summary reports, but disaggregated	Included in summary reports in aggregate, but also disaggregated in a separate section
ME	Maine Educational Assessment	☑	☐	☑	☐	☐	☑
MI	Grade 4 and 7 Reading and Mathematics	☑	☐	☐	☑	☐	☐
	Grade 5 and 8 Science, Social Studies, and Writing	☑	☐	☐	☑	☐	☐
	MEAP High School Test	☑	☐	☐	☑	☐	☐
MN	Basic Standards Tests	☑	☐	☑	☑	☐	☐
	Minnesota Comprehensive Assessments	☑	☐	☑	☑	☐	☐
MO	MAP	☑	☐	☐	☐	☐	☑
MP	Stanford Achievement Test, Ninth Edition	☑	☐	☐	☑	☐	☐
MS	Career Planning and Assessment System	☑	☐	☐	☐	☑	☐
	Functional Literacy Examination	☑	☐	☐	☑	☐	☐
	Norm-Referenced Testing	☑	☐	☐	☐	☐	☑
MT	Student Assessment Requirement	☐	☐	☐	☐	☐	☐
NC	NC Annual Testing Program	☑	☐	☐	☑	☐	☑
	NC Testing Program - Competency Testing	☑	☐	☑	☑	☑	☑
	NC Tests of Computer Skills	☑	☐	☐	☑	☐	☑
	Norm-Referenced Testing Program	☐	☑	☐	☐	☐	☐
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☑	☐	☐	☐	☐	☑
NE	No State Assessments 1999-2000	☑	☐	☐	☐	☑	☑
NH	NH Educational Improvement and Assessment Program	☑	☐	☐	☑	☐	☐
NJ	Elementary School Proficiency Assessment	☑	☐	☐	☐	☑	☐
	Grade 11 High School Proficiency Test	☑	☐	☐	☐	☑	☐
	Grade Eight Proficiency Assessment	☑	☐	☐	☐	☑	☐
NM	NM Achievement Assessment	☑	☐	☐	☐	☑	☐
	NM High School Competency Exam	☑	☐	☐	☐	☑	☐
	NM Writing Assessment Program	☑	☐	☐	☐	☑	☐
	Reading Assessments for Grades 1 and 2	☑	☐	☑	☐	☐	☐
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	☑	☐	☐	☐	☐	☑
	High School Proficiency Examination	☑	☐	☐	☑	☐	☐
	Norm-Referenced Testing at Grades 4, 8, and 10	☑	☐	☐	☑	☐	☐
NY	New York State Testing Program	☑	☐	☐	☐	☑	☐

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NY	Occupational Education Proficiency Examinations	☑	☐	☐	☑	☐	☐
	Program Evaluation Tests (PET)	☑	☐	☐	☑	☐	☐
	Regents Competency Tests	☑	☐	☐	☑	☐	☐
	Regents Examination Program	☑	☐	☐	☑	☐	☐
	Second Language Proficiency Exams	☑	☐	☐	☑	☐	☐
OH	12th-Grade Proficiency Testing	☑	☐	☐	☑	☑	☐
	4th-Grade Proficiency Testing	☑	☐	☐	☑	☑	☐
	6th-Grade Proficiency Testing	☑	☐	☐	☑	☑	☐
	9th-Grade Proficiency Testing	☑	☐	☐	☑	☑	☐
OK	Oklahoma Core Curriculum Tests - Multiple Choice	☑	☐	☐	☐	☑	☑
	Oklahoma Core Curriculum Tests - Writing	☑	☐	☑	☐	☑	☐
OR	Reading, Writing, Science, and Mathematics Assessment	☑	☐	☐	☐	☐	☑
PA	Reading, Mathematics	☑	☐	☑	☐	☐	☑
PR	Pruebas Puertorriqueñas de Competencias Escolares	☑	☐	☐	☐	☑	☐
RI	English Lang. Arts & Math Performance Assessment	☑	☐	☐	☑	☐	☐
	Health Education Performance Assessment	☑	☐	☐	☑	☐	☐
	Writing Performance Assessment	☑	☐	☐	☑	☐	☐
SC	Criterion-Referenced Tests - BSAP - High School Exit Examination	☑	☐	☐	☑	☐	☐
	Criterion-Referenced Tests - PACT grades 3 - 8	☑	☐	☐	☑	☐	☐
	Criterion-Referenced Tests - Readiness Test	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing - TerraNova sample testing	☑	☐	☐	☑	☐	☐
SD	Stanford Achievement Test, Ninth Edition	☑	☐	☐	☑	☑	☐
	Stanford Writing Assessment Program, Third Edition	☑	☐	☐	☑	☑	☐
TN	Achievement Test (3-8)	☑	☐	☐	☐	☐	☑
	Competency Test	☑	☐	☐	☑	☐	☑
	High School End of Course	☑	☐	☐	☑	☐	☐
	TCAP Writing Assessment (4, 7, 11)	☐	☐	☐	☐	☐	☐
TX	Reading Proficiency Tests in English (RPTE)	☑	☐	☐	☑	☐	☐
	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☑	☐	☐	☐	☐	☑

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UT	Core Curriculum Testing (Perf. Assessment)	☐	☑	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☑	☐	☐	☐	☐
	Utah Core Assessment CRT Program	☑	☑	☑	☑	☑	☑
VA	Standards of Learning (SOL) Assessment Program	☑	☐	☐	☐	☐	☑
	Virginia Literacy Testing Program	☑	☐	☐	☐	☐	☑
	Virginia State Assessment NRT Program	☑	☐	☐	☐	☐	☑
VI	Terra Nova Assessments Series	☐	☐	☐	☐	☐	☐
VT	Standard's Referenced Exams (NSRE)	☑	☐	☐	☐	☐	☑
	Vermont Developmental Reading Assessment	☑	☐	☐	☐	☐	☑
WA	Norm-Referenced Testing	☑	☐	☐	☑	☐	☐
	Second Grade Reading	☐	☑	☐	☐	☐	☐
	Washington Assessment of Student Learning	☑	☐	☐	☐	☐	☑
WI	Reading Comprehension	☑	☐	☐	☐	☐	☑
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☑	☐	☐	☐	☐	☑
WV	ACT Explore	☐	☑	☐	☐	☐	☐
	ACT Work Keys	☐	☑	☐	☐	☐	☐
	National Assessment of Educational Progress	☑	☐	☐	☑	☐	☐
	Norm-referenced Test	☑	☐	☑	☑	☐	☐
	Writing Assessment	☐	☑	☐	☐	☐	☐
WY	Carl Perkins Assessment	☑	☐	☐	☑	☑	☐
	Wyoming Comprehensive Assessment System	☑	☐	☐	☐	☐	☑
	Totals by State	46	7	16	24	14	29
	Totals by Jurisdiction	6	0	2	1	3	3
	Total	52	7	18	25	17	32

Question 3.4.8 Were scores from students with disabilities who took an alternate assessment reported for the assessment used in this component? If yes, how were those scores reported?

State	Component	Yes	No	No alternate assessment	Reported to teacher and parents only	Included in summary reports in aggregate	Included in summary reports, but disaggregated	Included in summary reports in aggregate, but also disaggregated in a separate section
AK	California Achievement Test, fifth edition	☐	☐	☑	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☐	☐	☐	☐	☐	☐
AL	Alabama Direct Assessment of Writing	☐	☑	☐	☐	☐	☐	☐
	Alabama Early Learning Inventory	☐	☐	☑	☐	☐	☐	☐
	Alabama High School Graduation Exam, Third Edition	☐	☑	☐	☐	☐	☐	☐
	Alabama Reading Assessment: Grade 1	☐	☐	☑	☐	☐	☐	☐
	Alabama Reading Assessment: Grade 2	☐	☐	☑	☐	☐	☐	☐
	Stanford Achievement Test, 9th edition	☐	☑	☐	☐	☐	☐	☐
AR	Criterion-Referenced Testing	☐	☐	☑	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☐	☑	☐	☐	☐	☐
AS	Stanford Achievement Test Ninth Edition	☐	☐	☑	☐	☐	☐	☐
AZ	CRT: Arizona's Instrument to Measure Standards (AIMS)	☐	☑	☐	☐	☐	☐	☐
	NRT: Stanford Achievement Test, Ninth Edition	☐	☐	☐	☐	☐	☐	☐
CA	Assessments in Career Education	☐	☑	☐	☐	☐	☐	☐
	CHSPE	☐	☑	☐	☐	☐	☐	☐
	GED	☐	☐	☑	☐	☐	☐	☐
	Golden State Exams	☑	☐	☐	☑	☑	☐	☐
	Physical Fitness Test	☑	☐	☐	☐	☑	☐	☐
	Standardized Testing and Reporting Program (STAR)	☐	☑	☐	☐	☐	☐	☐
CO	Reading, Writing, Mathematics, and Science	☐	☐	☑	☐	☐	☐	☐
CT	Connecticut Academic Performance Test (CAPT)	☐	☐	☑	☐	☐	☐	☐
	Connecticut Mastery Test (CMT)	☑	☐	☐	☑	☐	☐	☐
DC	Stanford Achievement Tests-Ninth Edition	☐	☐	☑	☐	☐	☐	☐
DE	Delaware Student Testing Program - Mathematics NRT	☐	☑	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Reading NRT	☐	☑	☐	☐	☐	☐	☐

Question 3.4.8 Were scores from students with disabilities who took an alternate assessment reported for the assessment used in this component? If yes, how were those scores reported?

State	Component	Yes	No	No alternate assessment	Reported to teacher and parents only	Included in summary reports in aggregate	Included in summary reports, but disaggregated	Included in summary reports in aggregate, but also disaggregated in a separate section
DE	Delaware Student Testing Program - Science 8 & 11	☐	☑	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Social Studies 8 & 11	☐	☑	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Mathematics	☐	☑	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Reading	☐	☑	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Writing	☐	☑	☐	☐	☐	☐	☐
DoDEA	CTB TerraNova Multiple Assessment	☐	☑	☐	☐	☐	☐	☐
FL	No Response to 1999-2000 Survey	☐	☐	☐	☐	☐	☐	☐
GA	Criterion-Referenced Competency Tests (CRCT)	☐	☐	☑	☐	☐	☐	☐
	Georgia High School Graduation Tests (GHSGT)	☐	☐	☑	☐	☐	☐	☐
	Georgia Kindergarten Assessment Program-Revised (GKAP-R)	☐	☐	☑	☐	☐	☐	☐
	Iowa Tests of Basic Skills	☐	☐	☑	☐	☐	☐	☐
	Writing Test	☑	☐	☐	☐	☐	☑	☐
GU	SAT9 Norm-Referenced Test	☐	☐	☑	☐	☐	☐	☐
HI	Stanford Achievement Test 9th Ed. Abbreviated	☐	☐	☑	☐	☐	☐	☐
IA	Standardized Testing ITBS and ITED	☐	☑	☐	☐	☐	☐	☐
ID	Math Assessment	☐	☑	☐	☐	☐	☐	☐
	Norm-Referenced Test	☐	☑	☐	☐	☐	☐	☐
	Writing Assessment	☐	☑	☐	☐	☐	☐	☐
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	☐	☐	☑	☐	☐	☐	☐
IN	Statewide Assessment	☐	☑	☐	☐	☐	☐	☐
KS	Kansas Assessment Program	☐	☐	☑	☐	☐	☐	☐
KY	Alternate Portfolio	☑	☐	☐	☑	☑	☐	☐
	KCCT On-Demand	☑	☐	☐	☑	☑	☐	☑

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State	Component	Yes	No	No alternate assessment	Reported to teacher and parents only	Included in summary reports in aggregate	Included in summary reports, but disaggregated	Included in summary reports in aggregate, but also disaggregated in a separate section
KY	National Norm-Referenced Test	☐	☑	☐	☐	☐	☐	☑
	Writing Portfolio Assessment	☑	☐	☐	☑	☑	☐	☐
LA	Graduation Exit Examination (GEE)	☐	☐	☑	☐	☐	☐	☐
	LEAP 21 Grades 4, 8	☐	☐	☑	☐	☐	☐	☐
	The Iowa Tests, Complete Battery	☐	☐	☑	☐	☐	☐	☐
MA	Massachusetts Comprehensive Assessment System (MCAS)	☐	☑	☐	☐	☐	☐	☐
MD	High School Assessments	☐	☐	☐	☐	☐	☐	☐
	Maryland Functional Tests	☐	☐	☑	☐	☐	☐	☐
	Maryland School Performance Assessment Program (MSPAP)	☐	☑	☐	☐	☐	☐	☐
ME	Maine Educational Assessment	☐	☑	☐	☐	☐	☐	☐
MI	Grade 4 and 7 Reading and Mathematics	☐	☑	☐	☐	☐	☐	☐
	Grade 5 and 8 Science, Social Studies, and Writing	☐	☑	☐	☐	☐	☐	☐
	MEAP High School Test	☐	☑	☐	☐	☐	☐	☐
MN	Basic Standards Tests	☐	☑	☐	☑	☐	☐	☐
	Minnesota Comprehensive Assessments	☑	☐	☐	☑	☐	☐	☐
MO	MAP	☐	☑	☐	☐	☐	☐	☐
MP	Stanford Achievement Test, Ninth Edition	☑	☐	☐	☐	☑	☐	☐
MS	Career Planning and Assessment System	☐	☐	☑	☐	☐	☐	☐
	Functional Literacy Examination	☐	☐	☑	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☐	☑	☐	☐	☐	☐
MT	Student Assessment Requirement	☐	☑	☐	☐	☐	☐	☐
NC	NC Annual Testing Program	☐	☑	☐	☐	☐	☐	☐
	NC Testing Program - Competency Testing	☐	☑	☐	☐	☐	☐	☐
	NC Tests of Computer Skills	☑	☐	☐	☐	☑	☐	☑
	Norm-Referenced Testing Program	☐	☑	☐	☐	☐	☐	☐
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☐	☑	☐	☐	☐	☐	☐
NE	No State Assessments 1999-2000	☑	☐	☐	☐	☐	☑	☐

Question 3.4.8 Were scores from students with disabilities who took an alternate assessment reported for the assessment used in this component? If yes, how were those scores reported?

State	Component	Yes	No	No alternate assessment	Reported to teacher and parents only	Included in summary reports in aggregate	Included in summary reports, but disaggregated	Included in summary reports in aggregate, but also disaggregated in a separate section
NH	NH Educational Improvement and Assessment Program	☐	☐	☐	☐	☐	☐	☐
NJ	Elementary School Proficiency Assessment	☐	☐	☑	☐	☐	☐	☐
	Grade 11 High School Proficiency Test	☐	☐	☑	☐	☐	☐	☐
	Grade Eight Proficiency Assessment	☐	☐	☑	☐	☐	☐	☐
NM	NM Achievement Assessment	☐	☑	☐	☐	☐	☐	☐
	NM High School Competency Exam	☐	☑	☐	☐	☐	☐	☐
	NM Writing Assessment Program	☐	☑	☐	☐	☐	☐	☐
	Reading Assessments for Grades 1 and 2	☐	☑	☐	☐	☐	☐	☐
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	☐	☑	☐	☐	☐	☐	☐
	High School Proficiency Examination	☐	☐	☑	☐	☐	☐	☐
	Norm-Referenced Testing at Grades 4, 8, and 10	☐	☐	☑	☐	☐	☐	☐
NY	New York State Testing Program	☐	☐	☐	☐	☐	☐	☐
	Occupational Education Proficiency Examinations	☐	☐	☑	☐	☐	☐	☐
	Program Evaluation Tests (PET)	☐	☐	☑	☐	☐	☐	☐
	Regents Competency Tests	☐	☐	☐	☐	☐	☐	☐
	Regents Examination Program	☐	☐	☑	☐	☐	☐	☐
	Second Language Proficiency Exams	☐	☐	☑	☐	☐	☐	☐
OH	12th-Grade Proficiency Testing	☐	☑	☐	☐	☐	☐	☐
	4th-Grade Proficiency Testing	☐	☑	☐	☐	☐	☐	☐
	6th-Grade Proficiency Testing	☐	☑	☐	☐	☐	☐	☐
	9th-Grade Proficiency Testing	☐	☑	☐	☐	☐	☐	☐
OK	Oklahoma Core Curriculum Tests - Multiple Choice	☐	☐	☑	☐	☐	☐	☐
	Oklahoma Core Curriculum Tests - Writing	☐	☑	☐	☐	☐	☐	☐
OR	Reading, Writing, Science, and Mathematics Assessment	☐	☐	☑	☐	☐	☐	☐

Question 3.4.8 **Were scores from students with disabilities who took an alternate assessment reported for the assessment used in this component? If yes, how were those scores reported?**

State	Component	Yes	No	No alternate assessment	Reported to teacher and parents only	Included in summary reports in aggregate	Included in summary reports, but disaggregated	Included in summary reports in aggregate, but also disaggregated in a separate section
PA	Reading, Mathematics	☐	☐	☑	☐	☐	☐	☐
PR	Pruebas Puertorriqueñas de Competencias Escolares	☐	☐	☑	☐	☐	☐	☐
RI	English Lang. Arts & Math Performance Assessment	☐	☐	☑	☐	☐	☐	☐
	Health Education Performance Assessment	☐	☐	☑	☐	☐	☐	☐
	Writing Performance Assessment	☐	☐	☑	☐	☐	☐	☐
SC	Criterion-Referenced Tests - BSAP - High School Exit Examination	☐	☐	☑	☐	☐	☐	☐
	Criterion-Referenced Tests - PACT grades 3 - 8	☐	☐	☑	☐	☐	☐	☐
	Criterion-Referenced Tests - Readiness Test	☐	☐	☑	☐	☐	☐	☐
	Norm-Referenced Testing - TerraNova sample testing	☐	☐	☑	☐	☐	☐	☐
SD	Stanford Achievement Test, Ninth Edition	☐	☑	☐	☐	☐	☐	☐
	Stanford Writing Assessment Program, Third Edition	☐	☑	☐	☐	☐	☐	☐
TN	Achievement Test (3-8)	☐	☐	☑	☐	☐	☐	☐
	Competency Test	☐	☐	☑	☐	☐	☐	☐
	High School End of Course	☐	☐	☑	☐	☐	☐	☐
	TCAP Writing Assessment (4, 7, 11)	☐	☐	☐	☐	☐	☐	☐
TX	Reading Proficiency Tests in English (RPTE)	☐	☐	☐	☐	☐	☐	☐
	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☐	☑	☐	☐	☐	☐	☐
UT	Core Curriculum Testing (Perf. Assessment)	☐	☐	☑	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☑	☐	☐	☐	☐	☐
	Utah Core Assessment CRT Program	☑	☐	☐	☑	☐	☐	☐
VA	Standards of Learning (SOL) Assessment Program	☐	☐	☐	☐	☐	☐	☐
	Virginia Literacy Testing Program	☐	☐	☐	☐	☐	☐	☐
	Virginia State Assessment NRT Program	☐	☐	☐	☐	☐	☐	☐

Question 3.4.8 Were scores from students with disabilities who took an alternate assessment reported for the assessment used in this component? If yes, how were those scores reported?

State	Component	Yes	No	No alternate assessment	Reported to teacher and parents only	Included in summary reports in aggregate	Included in summary reports, but disaggregated	Included in summary reports in aggregate, but also disaggregated in a separate section
VI	Terra Nova Assessments Series	☐	☑	☐	☐	☐	☐	☐
VT	Standard's Referenced Exams (NSRE)	☑	☐	☐	☑	☐	☐	☐
	Vermont Developmental Reading Assessment	☑	☐	☐	☑	☐	☐	☐
WA	Norm-Referenced Testing	☐	☐	☑	☐	☐	☐	☐
	Second Grade Reading	☐	☐	☑	☐	☐	☐	☐
	Washington Assessment of Student Learning	☐	☑	☐	☐	☐	☐	☐
WI	Reading Comprehension	☐	☑	☐	☐	☐	☐	☐
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☐	☑	☐	☐	☐	☐	☐
WV	ACT Explore	☐	☑	☐	☐	☐	☐	☐
	ACT Work Keys	☐	☑	☐	☐	☐	☐	☐
	National Assessment of Educational Progress	☐	☑	☐	☐	☐	☐	☐
	Norm-referenced Test	☐	☑	☐	☐	☐	☐	☐
	Writing Assessment	☐	☑	☐	☐	☐	☐	☐
WY	Carl Perkins Assessment	☐	☑	☐	☐	☐	☐	☐
	Wyoming Comprehensive Assessment System	☐	☐	☑	☐	☐	☐	☐
	Totals by State	9	28	25	6	3	2	2
	Totals by Jurisdiction	1	2	4	0	1	0	0
	Total	10	30	29	6	4	2	2

Question 3.5.1 A Are LEAs allowed to exempt LEP students from the assessments in this component?

A. If Yes, mark the exemption criteria and whether the criteria are state- or locally-developed:

Exemption Criteria:

State	Component	Yes	No		Time in U.S	Time in ESL program	Time in LEA Enrollment	Formal assessment of English proficency	Informal assessment of English proficency	Formal oral language proficiency	Informal oral language	Other (Please specify)
AK	California Achievement Test, fifth edition	☑	☐	State Developed	☐	☐	☐	☑	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☑	☐	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☑	☐	☐	☐
AL	Alabama Direct Assessment of Writing	☑	☐	State Developed	☐	☑	☐	☑	☐	☑	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Alabama Early Learning Inventory	☑	☐	State Developed	☐	☑	☐	☑	☐	☑	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Alabama High School Graduation Exam, Third Edition	☐	☑	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Alabama Reading Assessment: Grade 1	☑	☐	State Developed	☐	☑	☐	☑	☐	☑	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Alabama Reading Assessment: Grade 2	☑	☐	State Developed	☐	☑	☐	☑	☐	☑	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Stanford Achievement Test, 9th edition	☑	☐	State Developed	☐	☑	☐	☑	☐	☑	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
AR	Criterion-Referenced Testing	☑	☐	State Developed	☐	☐	☐	☑	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☑	☐	☐	☐
	Norm-Referenced Testing	☑	☐	State Developed	☐	☐	☐	☑	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☑	☐	☐	☐
AS	Stanford Achievement Test Ninth Edition	☐	☑	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐

Question 3.5.1 A

Are LEAs allowed to exempt LEP students from the assessments in this component?

A. If Yes, mark the exemption criteria and whether the criteria are state- or locally-developed:

Exemption Criteria:

State	Component	Yes	No		Time in U.S	Time in ESL program	Time in LEA Enrollment	Formal assessment of English proficency	Informal assessment of English proficency	Formal oral language proficiency	Informal oral language	Other (Please specify)
AZ	CRT: Arizona's Instrument to Measure Standards (AIMS)	☐	☑	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	NRT: Stanford Achievement Test, Ninth Edition	☑	☐	State Developed	☑	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
CA	Assessments in Career Education	☑	☐	State Developed	☐	☐	☐	☐	☐	☐	☐	☑ Totally Voluntary
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☑
	CHSPE	☐	☐	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	GED	☐	☑	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Golden State Exams	☐	☐	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Physical Fitness Test	☐	☑	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Standardized Testing and Reporting Program (STAR)	☐	☑	State Developed	☐	☐	☐	☐	☐	☐	☐	☑ Parents may request an exemption
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
CO	Reading, Writing, Mathematics, and Science	☑	☐	State Developed	☐	☐	☐	☐	☐	☑	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
CT	Connecticut Academic Performance Test (CAPT)	☑	☐	State Developed	☐	☑	☐	☐	☐	☐	☐	☑ Time in Bilingual program
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Connecticut Mastery Test (CMT)	☑	☐	State Developed	☐	☑	☐	☐	☐	☐	☐	☑ Time in a Bilingual Program
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
DC	Stanford Achievement Tests-Ninth Edition	☑	☐	State Developed	☑	☑	☐	☑	☐	☑	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐

Question 3.5.1 A Are LEAs allowed to exempt LEP students from the assessments in this component?

A. If Yes, mark the exemption criteria and whether the criteria are state- or locally-developed:

Exemption Criteria:

State	Component	Yes	No		Time in U.S	Time in ESL program	Time in LEA Enrollment	Formal assessment of English proficency	Informal assessment of English proficency	Formal oral language proficiency	Informal oral language	Other (Please specify)
DE	Delaware Student Testing Program - Mathematics NRT	☑	☐	State Developed	☑	☑	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☑	☑	☑	☑	☐
	Delaware Student Testing Program - Reading NRT	☑	☐	State Developed	☑	☑	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☑	☑	☑	☑	☐
	Delaware Student Testing Program - Science 8 & 11	☑	☐	State Developed	☑	☑	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☑	☑	☑	☑	☐
	Delaware Student Testing Program - Social Studies 8 & 11	☑	☐	State Developed	☑	☑	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☑	☑	☑	☑	☐
	Delaware Student Testing Program - Standards-Based Mathematics	☑	☐	State Developed	☑	☑	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☑	☑	☑	☑	☐
	Delaware Student Testing Program - Standards-Based Reading	☑	☐	State Developed	☑	☑	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☑	☑	☑	☑	☐
	Delaware Student Testing Program - Standards-Based Writing	☑	☐	State Developed	☑	☑	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☑	☑	☑	☑	☐
DoDEA	CTB TerraNova Multiple Assessment	☑	☐	State Developed	☐	☐	☐	☐	☐	☐	☐	☑ Student demonstrates little or no proficiency in English
				Locally Developed	☐	☐	☐	☐	☐	☐	☑	☐
FL	No Response to 1999-2000 Survey	☐	☐	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐

Question 3.5.1 A

Are LEAs allowed to exempt LEP students from the assessments in this component?

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Exemption Criteria:

State	Component	Yes	No		Time in U.S	Time in ESL program	Time in LEA Enrollment	Formal assessment of English proficency	Informal assessment of English proficency	Formal oral language proficiency	Informal oral language	Other (Please specify)
GA	Criterion-Referenced Competency Tests (CRCT)	☑	☐	State Developed	☐	☐	☐	☐	☐	☐	☐	☐ Consideration of student's best interest
				Locally Developed	☐	☐	☐	☑	☐	☐	☐	☑
	Georgia High School Graduation Tests (GHSGT)	☐	☑	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Georgia Kindergarten Assessment Program-Revised (GKAP-R)	☑	☐	State Developed	☑	☑	☑	☑	☐	☐	☐	☐
				Locally Developed	☑	☑	☑	☑	☐	☐	☐	☐
	Iowa Tests of Basic Skills	☐	☑	State Developed	☐	☐	☐	☑	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Writing Test	☑	☐	State Developed	☑	☐	☐	☑	☐	☐	☐	☐
				Locally Developed	☑	☐	☐	☑	☐	☐	☐	☐
GU	SAT9 Norm-Referenced Test	☑	☐	State Developed	☐	☐	☐	☑	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
HI	Stanford Achievement Test 9th Ed. Abbreviated	☑	☐	State Developed	☑	☑	☐	☐	☐	☑	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
IA	Standardized Testing ITBS and ITED	☑	☐	State Developed	☐	☐	☐	☐	☐	☐	☐	☐ Guidance - Decision process provided by SEA
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
ID	Math Assessment	☑	☐	State Developed	☑	☑	☐	☐	☐	☐	☐	☐
				Locally Developed	☑	☑	☐	☐	☐	☐	☐	☐
	Norm-Referenced Test	☑	☐	State Developed	☑	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☑	☐	☐	☐	☐	☐	☐
	Writing Assessment	☑	☐	State Developed	☑	☑	☐	☐	☐	☐	☐	☐
				Locally Developed	☑	☑	☐	☐	☐	☐	☐	☐
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	☑	☐	State Developed	☐	☑	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐

Question 3.5.1 A Are LEAs allowed to exempt LEP students from the assessments in this component?

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Exemption Criteria:

State	Component	Yes	No		Time in U.S	Time in ESL program	Time in LEA Enrollment	Formal assessment of English proficency	Informal assessment of English proficency	Formal oral language proficiency	Informal oral language	Other (Please specify)
IN	Statewide Assessment	☑	☐	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☑	☑	☐	☐	☐
KS	Kansas Assessment Program	☑	☐	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☑	☑	☐	☐	☐
KY	Alternate Portfolio	☑	☐	State Developed	☐	☑	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	KCCT On-Demand	☑	☐	State Developed	☐	☑	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	National Norm-Referenced Test	☑	☐	State Developed	☐	☑	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Writing Portfolio Assessment	☑	☐	State Developed	☐	☑	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
LA	Graduation Exit Examination (GEE)	☑	☐	State Developed	☐	☐	☐	☐	☐	☐	☐	☑ Time enrolled in English Speaking School
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	LEAP 21 Grades 4, 8	☑	☐	State Developed	☐	☐	☐	☐	☐	☐	☐	☑ Time enrolled in English Speaking School
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	The Iowa Tests, Complete Battery	☑	☐	State Developed	☐	☐	☐	☐	☐	☐	☐	☑ Time enrolled in English Speaking School
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
MA	Massachusetts Comprehensive Assessment System (MCAS)	☑	☐	State Developed	☑	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☑	☑	☑	☑	☐

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Exemption Criteria:

State	Component	Yes	No		Time in U.S	Time in ESL program	Time in LEA Enrollment	Formal assessment of English proficency	Informal assessment of English proficency	Formal oral language proficiency	Informal oral language	Other (Please specify)
MD	High School Assessments	☐	☑	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Maryland Functional Tests	☐	☑	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Maryland School Performance Assessment Program (MSPAP)	☑	☐	State Developed	☐	☐	☐	☐	☐	☐	☐	☑ For one administration of the test when the student does not have the English proficiency to be tested even with accommodations. (All students who have attended English speaking schools for two or more years must be tested.)
				Locally Developed	☐	☐	☐	☑	☐	☐	☐	☐
ME	Maine Educational Assessment	☐	☑	State Developed	☐	☐	☐	☐	☐	☐	☐	☐ Provide Alternate Assessment or use accommodations
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
MI	Grade 4 and 7 Reading and Mathematics	☑	☐	State Developed	☑	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Grade 5 and 8 Science, Social Studies, and Writing	☑	☐	State Developed	☑	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	MEAP High School Test	☑	☐	State Developed	☑	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
MN	Basic Standards Tests	☑	☐	State Developed	☑	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Minnesota Comprehensive Assessments	☑	☐	State Developed	☑	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
MO	MAP	☑	☐	State Developed	☐	☐	☑	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☑	☑	☐	☐	☐
MP	Stanford Achievement Test, Ninth Edition	☐	☑	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐

Question 3.5.1 A Are LEAs allowed to exempt LEP students from the assessments in this component?

A. If Yes, mark the exemption criteria and whether the criteria are state- or locally-developed:

Exemption Criteria:

State	Component	Yes	No		Time in U.S	Time in ESL program	Time in LEA Enrollment	Formal assessment of English proficency	Informal assessment of English proficency	Formal oral language proficiency	Informal oral language	Other (Please specify)
MS	Career Planning and Assessment System	☑	☐	State Developed	☐	☐	☑	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☑	☑	☐	☐	☐
	Functional Literacy Examination	☐	☑	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☑	☐	State Developed	☑	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☑	☐	☐	☐
MT	Student Assessment Requirement	☐	☑	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
NC	NC Annual Testing Program	☑	☐	State Developed	☐	☐	☑	☑	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	NC Testing Program - Competency Testing	☑	☐	State Developed	☐	☐	☑	☑	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	NC Tests of Computer Skills	☑	☐	State Developed	☐	☐	☑	☑	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing Program	☑	☐	State Developed	☐	☐	☑	☑	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☑	☐	State Developed	☐	☐	☐	☑	☐	☐	☐	☑ The LEP Assessment Guidelines for 2000 requires all LEP students to be tested except for students who score at the Level 1 as determined by the Woodcock-Munoz Language Proficiency Test or similarly designed test and have been in the school for less than 1 full year.
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☑
NE	No State Assessments 1999-2000	☐	☑	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐

Question 3.5.1 A Are LEAs allowed to exempt LEP students from the assessments in this component?

A. If Yes, mark the exemption criteria and whether the criteria are state- or locally-developed:

Exemption Criteria:

State	Component	Yes	No		Time in U.S	Time in ESL program	Time in LEA Enrollment	Formal assessment of English proficency	Informal assessment of English proficency	Formal oral language proficiency	Informal oral language	Other (Please specify)
NH	NH Educational Improvement and Assessment Program	☑	☐	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
NJ	Elementary School Proficiency Assessment	☑	☐	State Developed	☑	☑	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☑	☐	☐	☐	☐
	Grade 11 High School Proficiency Test	☑	☐	State Developed	☑	☑	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☑	☐	☐	☐	☐
	Grade Eight Proficiency Assessment	☑	☐	State Developed	☑	☑	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☑	☐	☐	☐	☐
NM	NM Achievement Assessment	☑	☐	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☑	☐	☑	☐	☐
	NM High School Competency Exam	☑	☐	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☑	☐	☑	☐	☐
	NM Writing Assessment Program	☑	☐	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☑	☐	☑	☐	☐
	Reading Assessments for Grades 1 and 2	☑	☐	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☑	☐	☑	☐	☐
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	☑	☐	State Developed	☐	☐	☐	☐	☐	☐	☐	☐ Below specified level on LAS
				Locally Developed	☐	☐	☐	☐	☐	☐	☑	☑
	High School Proficiency Examination	☐	☑	State Developed	☐	☐	☐	☐	☐	☐	☐	☐ Not if student intends to earn standard diploma.
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☑
	Norm-Referenced Testing at Grades 4, 8, and 10	☑	☐	State Developed	☐	☐	☐	☑	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☑	☐	☐	☐	☐

Question 3.5.1 A Are LEAs allowed to exempt LEP students from the assessments in this component?

A. If Yes, mark the exemption criteria and whether the criteria are state- or locally-developed:

Exemption Criteria:

State	Component	Yes	No		Time in U.S	Time in ESL program	Time in LEA Enrollment	Formal assessment of English proficency	Informal assessment of English proficency	Formal oral language proficiency	Informal oral language	Other (Please specify)
NY	New York State Testing Program	☑	☐	State Developed	☐	☐	☐	☑	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Occupational Education Proficiency Examinations	☐	☑	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Program Evaluation Tests (PET)	☑	☐	State Developed	☐	☐	☐	☑	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Regents Competency Tests	☑	☐	State Developed	☑	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Regents Examination Program	☐	☑	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Second Language Proficiency Exams	☐	☑	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
OH	12th-Grade Proficiency Testing	☑	☐	State Developed	☐	☐	☑	☑	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	4th-Grade Proficiency Testing	☑	☐	State Developed	☐	☐	☑	☑	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	6th-Grade Proficiency Testing	☑	☐	State Developed	☐	☐	☑	☑	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	9th-Grade Proficiency Testing	☑	☐	State Developed	☐	☐	☑	☑	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
OK	Oklahoma Core Curriculum Tests - Multiple Choice	☑	☐	State Developed	☐	☑	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Oklahoma Core Curriculum Tests - Writing	☑	☐	State Developed	☐	☑	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐

Question 3.5.1 A Are LEAs allowed to exempt LEP students from the assessments in this component?

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Exemption Criteria:

State	Component	Yes	No		Time in U.S	Time in ESL program	Time in LEA Enrollment	Formal assessment of English proficency	Informal assessment of English proficency	Formal oral language proficiency	Informal oral language	Other (Please specify)
OR	Reading, Writing, Science, and Mathematics Assessment	☑	☐	State Developed	☐	☐	☐	☑	☐	☐	☐	☐ Literacy skills in English (and/or for some assessments in Spanish or Russian) The guidelines are State developed.
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
PA	Reading, Mathematics	☑	☐	State Developed	☑	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☑	☐
PR	Pruebas Puertorriqueñas de Competencias Escolares	☐	☑	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
RI	English Lang. Arts & Math Performance Assessment	☑	☐	State Developed	☐	☐	☐	☑	☐	☐	☐	☑ Time in the school
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Health Education Performance Assessment	☑	☐	State Developed	☐	☐	☐	☑	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Writing Performance Assessment	☑	☐	State Developed	☐	☐	☐	☑	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
SC	Criterion-Referenced Tests - BSAP - High School Exit Examination	☑	☐	State Developed	☑	☐	☐	☐	☐	☐	☐	☐ They cannot receive a SC high school diploma if exempted from this examination.
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Criterion-Referenced Tests - PACT grades 3 - 8	☑	☐	State Developed	☑	☐	☐	☑	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Criterion-Referenced Tests - Readiness Test	☐	☑	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing - TerraNova sample testing	☑	☐	State Developed	☐	☐	☐	☐	☐	☐	☐	☑ The student is exempt from this sample testing if the student's language proficiency is limited to the point that the score would not be valid when compared to the norm group.
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐

Question 3.5.1 A Are LEAs allowed to exempt LEP students from the assessments in this component?

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Exemption Criteria:

State	Component	Yes	No		Time in U.S	Time in ESL program	Time in LEA Enrollment	Formal assessment of English proficency	Informal assessment of English proficency	Formal oral language proficiency	Informal oral language	Other (Please specify)
SD	Stanford Achievement Test, Ninth Edition	☑	☐	State Developed	☑	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Stanford Writing Assessment Program, Third Edition	☑	☐	State Developed	☑	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
TN	Achievement Test (3-8)	☑	☐	State Developed	☑	☑	☑	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☑	☑	☑	☑	☐
	Competency Test	☑	☑	State Developed	☑	☑	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☑	☐	☐	☐
	High School End of Course	☑	☐	State Developed	☐	☐	☑	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☑	☐	☑	☐	☐	☐
	TCAP Writing Assessment (4, 7, 11)	☑	☐	State Developed	☑	☑	☑	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☑	☐	☐	☐
TX	Reading Proficiency Tests in English (RPTE)	☐	☑	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☑	☐	State Developed	☑	☐	☐	☑	☐	☐	☐	☑ During a one-year period, students for whom TAAS in English or Spanish is not appropriate may be exempted.
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
UT	Core Curriculum Testing (Perf. Assessment)	☐	☑	State Developed	☑	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☑	☐	State Developed	☐	☐	☐	☐	☐	☐	☐	☑ Time in English instruction
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Utah Core Assessment CRT Program	☑	☐	State Developed	☐	☐	☑	☐	☐	☐	☐	☑ Time in English instruction
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐

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Exemption Criteria:

State	Component	Yes	No		Time in U.S	Time in ESL program	Time in LEA Enrollment	Formal assessment of English proficency	Informal assessment of English proficency	Formal oral language proficiency	Informal oral language	Other (Please specify)
VA	Standards of Learning (SOL) Assessment Program	☑	☐	State Developed	☐	☐	☐	☐	☐	☐	☐	☑ State Guidelines
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Virginia Literacy Testing Program	☐	☑	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Virginia State Assessment NRT Program	☑	☐	State Developed	☐	☐	☐	☐	☐	☐	☐	☑ Use of State Guidelines
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
VI	Terra Nova Assessments Series	☑	☐	State Developed	☐	☑	☐	☑	☑	☑	☑	☐
				Locally Developed	☐	☑	☐	☑	☑	☑	☐	☐
VT	Standard's Referenced Exams (NSRE)	☐	☑	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☑	☐	☐	☐
	Vermont Developmental Reading Assessment	☐	☑	State Developed	☑	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☑	☐	☐	☐
WA	Norm-Referenced Testing	☑	☐	State Developed	☑	☐	☐	☑	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Second Grade Reading	☐	☑	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Washington Assessment of Student Learning	☑	☐	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☑	☐	☐	☑	☐	☐	☐	☐
WI	Reading Comprehension	☑	☐	State Developed	☐	☐	☐	☑	☑	☐	☐	☐
				Locally Developed	☐	☐	☐	☑	☑	☐	☐	☐
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☑	☐	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☑	☑	☐	☐	☐

Question 3.5.1 A

Are LEAs allowed to exempt LEP students from the assessments in this component?

A. If Yes, mark the exemption criteria and whether the criteria are state- or locally-developed:

Exemption Criteria:

State	Component	Yes	No		Time in U.S	Time in ESL program	Time in LEA Enrollment	Formal assessment of English proficency	Informal assessment of English proficency	Formal oral language proficiency	Informal oral language	Other (Please specify)
WV	ACT Explore	☑	☐	State Developed	☐	☑	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☑	☐	☐	☐
	ACT Work Keys	☑	☐	State Developed	☐	☑	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☑	☐	☐	☐
	National Assessment of Educational Progress	☐	☑	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-referenced Test	☑	☐	State Developed	☐	☑	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☑	☐	☐	☑	☐	☐	☐
	Writing Assessment	☑	☐	State Developed	☐	☑	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☑	☐	☐	☐
WY	Carl Perkins Assessment	☐	☑	State Developed	☐	☐	☐	☐	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Wyoming Comprehensive Assessment System	☑	☐	State Developed	☑	☐	☑	☑	☐	☐	☐	☐
				Locally Developed	☐	☐	☐	☐	☐	☐	☐	☐
	Totals by State	45	20	State developed:	20	12	8	16	1	3	0	10
	Totals by Jurisdiction	4	3		1	2	0	3	1	2	1	1
	Total	49	23		21	14	8	19	2	5	1	11
	Totals by State			Locally developed:	3	3	2	14	12	4	5	4
	Totals by Jurisdiction				0	1	0	1	1	1	1	0
	Total				3	4	2	15	13	5	6	4

Question 3.5.1 B Are LEAs allowed to exempt LEP students from the assessments in this component?

B. If yes, who makes the decision?

State	Component	Local committee (Specify types of members)	School or district officials (Specify)	Parents alone	Other (Please specify)
AK	California Achievement Test, fifth edition	☐	☑	☐	☐
	Norm-Referenced Testing	☐	☐	☐	☐
AL	Alabama Direct Assessment of Writing	☑ LEP Committee - a committee of 3 or more including LEA rep., teacher, parent(s)	☐	☐	☐
	Alabama Early Learning Inventory	☑ LEP committee of 3 or more including LEA representative, teacher, and parent(s)	☐	☐	☐
	Alabama High School Graduation Exam, Third Edition	☐	☐	☐	☐
	Alabama Reading Assessment: Grade 1	☑ LEP committee of 3 or more including LEA representative, teacher, and parent(s)	☐	☐	☐
	Alabama Reading Assessment: Grade 2	☑ LEP committee of 3 or more including LEA representative, teacher, and parent(s)	☐	☐	☐
	Stanford Achievement Test, 9th edition	☑ LEP committee of three or more including LEA rep., teacher, and parent(s).	☐	☐	☐
AR	Criterion-Referenced Testing	☑	☐	☐	☐
	Norm-Referenced Testing	☑	☐	☐	☐
AS	Stanford Achievement Test Ninth Edition	☐	☐	☐	☐
AZ	CRT: Arizona's Instrument to Measure Standards (AIMS)	☐	☐	☐	☐
	NRT: Stanford Achievement Test, Ninth Edition	☐	☑ Team, teacher, LEP (ELL) director, etc.	☐	☐
CA	Assessments in Career Education	☐	☐	☐	☑ Student, Teacher - voluntary
	CHSPE	☐	☐	☐	☐
	GED	☐	☐	☐	☐
	Golden State Exams	☐	☐	☐	☐
	Physical Fitness Test	☐	☐	☐	☐
	Standardized Testing and Reporting Program (STAR)	☐	☐	☑	☐

Question 3.5.1 B Are LEAs allowed to exempt LEP students from the assessments in this component?
B. If yes, who makes the decision?

State	Component	Local committee (Specify types of members)	School or district officials (Specify)	Parents alone	Other (Please specify)
CO	Reading, Writing, Mathematics, and Science	☐	☑ School Building Staff	☐	☐
CT	Connecticut Academic Performance Test (CAPT)	☐	☑ District Test Coordinator/ School Administrator	☐	☐
	Connecticut Mastery Test (CMT)	☐	☑ District Test Coordinators / School Administrators	☐	☐
DC	Stanford Achievement Tests-Ninth Edition	☐	☑ Office of Bilingual Programs conducts oral language assessment to determine language proficiency. Results determine state assessment status.	☐	☑ Parent requests
DE	Delaware Student Testing Program - Mathematics NRT	☑ ESL/Bilingual Teachers, Diagnosticians, Reading Specialists, Building Principals, District Staff	☐	☐	☐
	Delaware Student Testing Program - Reading NRT	☑ ESL/Bilingual Teachers, Diagnosticians, Reading Specialists, Building Principals, District Staff	☐	☐	☐
	Delaware Student Testing Program - Science 8 & 11	☑ ESL/bilingual teachers, diagnosticians, reading specialists, building principals, district staff	☐	☐	☐
	Delaware Student Testing Program - Social Studies 8 & 11	☑ ESL/bilingual teachers, diagnosticians, reading specialists, building principals, district staff	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Mathematics	☑ ESL/Bilingual Teachers, Diagnosticians, Reading Specialists, Building Principals, District Staff	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Reading	☑ ESL/Bilingual Teachers, Diagnosticians, Reading Specialists, Building Principals, District Staff	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Writing	☑ ESL/Bilingual Teachers, Diagnosticians, Reading Specialists, Building Principals, District Staff	☐	☐	☐
DoDEA	CTB TerraNova Multiple Assessment	☑ Teachers, Parents, School Principal	☐	☐	☐

Question 3.5.1 B Are LEAs allowed to exempt LEP students from the assessments in this component?
B. If yes, who makes the decision?

State	Component	Local committee (Specify types of members)	School or district officials (Specify)	Parents alone	Other (Please specify)
FL	No Response to 1999-2000 Survey	☐	☐	☐	☐
GA	Criterion-Referenced Competency Tests (CRCT)	☑ Testing Participation Committee, including parents, teachers, administrators, and ESOL administrators)	☐	☐	☐
	Georgia High School Graduation Tests (GHSGT)	☐	☐	☐	☐
	Georgia Kindergarten Assessment Program-Revised (GKAP-R)	☑ Testing Participation Committee, including parents, teachers, administrators, and ESOL administrators)	☐	☐	☐
	Iowa Tests of Basic Skills	☐	☐	☐	☑ School officials and parents
	Writing Test	☑ Testing Participation Committee, including parents, teachers, administrators, and ESOL administrators	☐	☐	☐
GU	SAT9 Norm-Referenced Test	☐	☑ Regular Teacher, parents and ESL Teacher	☐	☐
HI	Stanford Achievement Test 9th Ed. Abbreviated	☑ Teacher/District and State coordinators	☐	☐	☐
IA	Standardized Testing ITBS and ITED	☐	☑ Local Decision	☐	☐
ID	Math Assessment	☑	☑	☐	☐
	Norm-Referenced Test	☑ teacher, principal, counselor, etc.,	☑	☐	☐
	Writing Assessment	☑	☑	☐	☐
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	☐	☑	☐	☐
IN	Statewide Assessment	☐	☑ Teacher, Principal	☐	☐
KS	Kansas Assessment Program	☑	☑	☐	☐
KY	Alternate Portfolio	☑	☐	☐	☐
	KCCT On-Demand	☐	☐	☐	☐
	National Norm-Referenced Test	☐	☐	☐	☐

Question 3.5.1 B Are LEAs allowed to exempt LEP students from the assessments in this component? B. If yes, who makes the decision?

State	Component	Local committee (Specify types of members)	School or district officials (Specify)	Parents alone	Other (Please specify)
KY	Writing Portfolio Assessment	☐	☐	☐	☐
LA	Graduation Exit Examination (GEE)	☑ School test coordinator, test administrator, teacher, and parent.	☐	☐	☐
	LEAP 21 Grades 4, 8	☑ School test coordinator, test administrator, ESL teacher and parent.	☐	☐	☐
	The Iowa Tests, Complete Battery	☐	☐	☐	☐
MA	Massachusetts Comprehensive Assessment System (MCAS)	☐	☑ Bilingual education department and principal	☐	☐
MD	High School Assessments	☐	☐	☐	☐
	Maryland Functional Tests	☐	☐	☐	☐
	Maryland School Performance Assessment Program (MSPAP)	☑ Local LEP Committee	☐	☐	☑ Teacher recommendation, agreed to by parent, certified by principal and documented in permanent record.
ME	Maine Educational Assessment	☐	☐	☐	☐
MI	Grade 4 and 7 Reading and Mathematics	☐	☐	☑	☐
	Grade 5 and 8 Science, Social Studies, and Writing	☐	☐	☑	☐
	MEAP High School Test	☐	☐	☑	☐
MN	Basic Standards Tests	☐	☑ teachers or administrators	☐	☐
	Minnesota Comprehensive Assessments	☐	☑ LEP Staff, Teachers, Administrators	☐	☐
MO	MAP	☐	☐	☐	☑ Varies among districts
MP	Stanford Achievement Test, Ninth Edition	☐	☐	☐	☐
MS	Career Planning and Assessment System	☑ Parent/teacher committee	☐	☐	☐
	Functional Literacy Examination	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☑ LEA	☐	☐

Question 3.5.1 B Are LEAs allowed to exempt LEP students from the assessments in this component? B. If yes, who makes the decision?

State	Component	Local committee (Specify types of members)	School or district officials (Specify)	Parents alone	Other (Please specify)
MT	Student Assessment Requirement	☑	☐	☐	☐
NC	NC Annual Testing Program	☐	☑ school committee	☐	☐
	NC Testing Program - Competency Testing	☑	☑ school committee	☐	☐
	NC Tests of Computer Skills	☑	☑ School Committee	☐	☐
	Norm-Referenced Testing Program	☐	☑ Time enrolled in school district.	☐	☐
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☑	☑	☐	☐
NE	No State Assessments 1999-2000	☐	☐	☐	☐
NH	NH Educational Improvement and Assessment Program	☑	☐	☐	☐
NJ	Elementary School Proficiency Assessment	☐	☑	☐	☐
	Grade 11 High School Proficiency Test	☐	☑	☐	☐
	Grade Eight Proficiency Assessment	☐	☑	☐	☐
NM	NM Achievement Assessment	☐	☐	☐	☑ per language assessment procedures
	NM High School Competency Exam	☐	☑	☐	☑ Local language assessment determination
	NM Writing Assessment Program	☐	☑ Local option	☐	☑ Local determination
	Reading Assessments for Grades 1 and 2	☐	☐	☐	☑ Local options as to determination.
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	☐	☑ District officials (for LAS)	☐	☑ Student, parent(s), teacher(s), and school administrators most familiar with student's English language acquisition.
	High School Proficiency Examination	☐	☐	☐	☐

Question 3.5.1 B Are LEAs allowed to exempt LEP students from the assessments in this component? B. If yes, who makes the decision?

State	Component	Local committee (Specify types of members)	School or district officials (Specify)	Parents alone	Other (Please specify)
NV	Norm-Referenced Testing at Grades 4, 8, and 10	☐	☐	☐	☑ State sets minimum "LAS" scores required for participation
NY	New York State Testing Program	☐	☑	☐	☐
	Occupational Education Proficiency Examinations	☐	☐	☐	☐
	Program Evaluation Tests (PET)	☐	☑	☐	☐
	Regents Competency Tests	☐	☑ Principal	☐	☐
	Regents Examination Program	☐	☐	☐	☐
	Second Language Proficiency Exams	☐	☐	☐	☐
OH	12th-Grade Proficiency Testing	☑ School personnel and parents	☐	☐	☐
	4th-Grade Proficiency Testing	☑ School personnel and parents	☐	☐	☐
	6th-Grade Proficiency Testing	☑ School personnel and parents	☐	☐	☐
	9th-Grade Proficiency Testing	☑ School personnel and parents	☐	☐	☐
OK	Oklahoma Core Curriculum Tests - Multiple Choice	☐	☑ District Discretion	☐	☑ LEAs must have parental consent
	Oklahoma Core Curriculum Tests - Writing	☐	☑ Committee including parents	☐	☐
OR	Reading, Writing, Science, and Mathematics Assessment	☐	☑ Teachers, language assessment personnel, parents, and possibly students	☐	☐
PA	Reading, Mathematics	☐	☑ LEP professional staff in the school	☐	☐
PR	Pruebas Puertorriqueñas de Competencias Escolares	☐	☐	☐	☐
RI	English Lang. Arts & Math Performance Assessment	☐	☑ Teacher, Principal, LEP Director	☐	☐
	Health Education Performance Assessment	☐	☑ Teachers, Principal, LEP Director	☐	☐
	Writing Performance Assessment	☐	☑ Teacher, administrator or LEP Director	☐	☐

Question 3.5.1 B Are LEAs allowed to exempt LEP students from the assessments in this component?

B. If yes, who makes the decision?

State	Component	Local committee (Specify types of members)	School or district officials (Specify)	Parents alone	Other (Please specify)
SC	Criterion-Referenced Tests - BSAP - High School Exit Examination	☐	☑--with parental consent	☐	☐
	Criterion-Referenced Tests - PACT grades 3 - 8	☐	☑ – with parental consent	☐	☐
	Criterion-Referenced Tests - Readiness Test	☐	☐	☐	☐
	Norm-Referenced Testing - TerraNova sample testing	☐	☑	☐	☐
SD	Stanford Achievement Test, Ninth Edition	☐	☑Team meeting to discuss options	☐	☐
	Stanford Writing Assessment Program, Third Edition	☐	☑Team meeting to discuss options	☐	☐
TN	Achievement Test (3-8)	☐	☑	☐	☐
	Competency Test	☐	☑	☐	☐
	High School End of Course	☐	☑	☐	☐
	TCAP Writing Assessment (4, 7, 11)	☐	☑	☐	☐
TX	Reading Proficiency Tests in English (RPTE)	☐	☐	☐	☐
	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☑ The language proficiency assessment committee (LPAC) consists of an administrator, a bilingual teacher, and a parent.	☐	☐	☐
UT	Core Curriculum Testing (Perf. Assessment)	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☑	☐	☐
	Utah Core Assessment CRT Program	☐	☑Schools with District assistance	☐	☐
VA	Standards of Learning (SOL) Assessment Program	☑	☐	☐	☐
	Virginia Literacy Testing Program	☐	☐	☐	☐

Question 3.5.1 B Are LEAs allowed to exempt LEP students from the assessments in this component?

B. If yes, who makes the decision?

State	Component	Local committee (Specify types of members)	School or district officials (Specify)	Parents alone	Other (Please specify)
VA	Virginia State Assessment NRT Program	☑ parents, teacher, other school personnel	☐	☐	☐
VI	Terra Nova Assessments Series	☑ State and District Coordinators - BESL	☐	☐	☐
VT	Standard's Referenced Exams (NSRE)	☐	☐	☐	☐
	Vermont Developmental Reading Assessment	☐	☐	☐	☐
WA	Norm-Referenced Testing	☐	☑	☐	☐
	Second Grade Reading	☐	☐	☐	☐
	Washington Assessment of Student Learning	☑ Child study team	☐	☐	☐
WI	Reading Comprehension	☑ Based on assessment of English proficiency. Local school district committee.	☐	☐	☐
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☑ Regular education and bilingual teachers--based on assessment of English Proficiency and school board decision.	☐	☐	☐
WV	ACT Explore	☐	☑ Principal in collaboration with test coordinator	☐	☐
	ACT Work Keys	☐	☑ Principal in collaboration with test coordinator	☐	☐
	National Assessment of Educational Progress	☐	☐	☐	☐
	Norm-referenced Test	☐	☑ Principal in collaboration with test coordinator	☐	☐
	Writing Assessment	☐	☑ Principal in collaboration with test coordinator	☐	☐
WY	Carl Perkins Assessment	☐	☐	☐	☐
	Wyoming Comprehensive Assessment System	☐	☐	☐	☑ SEA based on request from LEA

Question 3.5.1 B

Are LEAs allowed to exempt LEP students from the assessments in this component?
B. If yes, who makes the decision?

State Component	Local committee (Specify types of members)	School or district officials (Specify)	Parents alone	Other (Please specify)
Totals by State	20	28	2	8
Totals by Jurisdiction	2	2	0	1
Total	22	30	2	9

Question 3.5.2 Were LEP students allowed deferrals (i.e., postponing the time when a test must be taken)? If yes, what was the longest time one could have been granted?

State	Component	Yes	No	Less than one year	One year	Two years	Three years	More than three years
AK	California Achievement Test, fifth edition	☑	☐	☐	☐	☑	☐	☐
	Norm-Referenced Testing	☐	☐	☐	☐	☐	☐	☐
AL	Alabama Direct Assessment of Writing	☐	☑	☐	☐	☐	☐	☐
	Alabama Early Learning Inventory	☐	☑	☐	☐	☐	☐	☐
	Alabama High School Graduation Exam, Third Edition	☑	☐	☐	☐	☐	☐	☐
	Alabama Reading Assessment: Grade 1	☐	☑	☐	☐	☐	☐	☐
	Alabama Reading Assessment: Grade 2	☐	☑	☐	☐	☐	☐	☐
	Stanford Achievement Test, 9th edition	☐	☑	☐	☐	☐	☐	☐
AR	Criterion-Referenced Testing	☑	☐	☐	☐	☐	☑	☐
	Norm-Referenced Testing	☑	☐	☐	☐	☐	☑	☐
AS	Stanford Achievement Test Ninth Edition	☐	☑	☐	☐	☐	☐	☐
AZ	CRT: Arizona's Instrument to Measure Standards (AIMS)	☐	☑	☐	☐	☐	☐	☐
	NRT: Stanford Achievement Test, Ninth Edition	☐	☑	☐	☐	☐	☐	☐
CA	Assessments in Career Education	☐	☑	☐	☐	☐	☐	☐
	CHSPE	☐	☐	☐	☐	☐	☐	☐
	GED	☐	☐	☐	☐	☐	☐	☐
	Golden State Exams	☐	☐	☐	☐	☐	☐	☐
	Physical Fitness Test	☐	☑	☐	☐	☐	☐	☐
	Standardized Testing and Reporting Program (STAR)	☐	☑	☐	☐	☐	☐	☐
CO	Reading, Writing, Mathematics, and Science	☐	☑	☐	☐	☐	☐	☐
CT	Connecticut Academic Performance Test (CAPT)	☑	☐	☐	☐	☐	☑	☐
	Connecticut Mastery Test (CMT)	☑	☐	☐	☐	☐	☑	☐
DC	Stanford Achievement Tests- Ninth Edition	☑	☐	☐	☐	☐	☑	☐
DE	Delaware Student Testing Program - Mathematics NRT	☐	☑	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Reading NRT	☐	☑	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Science 8 & 11	☐	☑	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Social Studies 8 & 11	☐	☑	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Mathematics	☐	☑	☐	☐	☐	☐	☐

Question 3.5.2 Were LEP students allowed deferrals (i.e., postponing the time when a test must be taken)? If yes, what was the longest time one could have been granted?

State	Component	Yes	No	Less than one year	One year	Two years	Three years	More than three years
DE	Delaware Student Testing Program - Standards-Based Reading	☐	☑	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Writing	☐	☑	☐	☐	☐	☐	☐
DoDEA	CTB TerraNova Multiple Assessment	☐	☑	☐	☐	☐	☐	☐
FL	No Response to 1999-2000 Survey	☐	☐	☐	☐	☐	☐	☐
GA	Criterion-Referenced Competency Tests (CRCT)	☐	☑	☐	☐	☐	☐	☐
	Georgia High School Graduation Tests (GHSGT)	☑	☐	☐	☑	☐	☐	☐
	Georgia Kindergarten Assessment Program-Revised (GKAP-R)	☑	☐	☐	☑	☐	☐	☐
	Iowa Tests of Basic Skills	☐	☑	☐	☐	☐	☐	☐
	Writing Test	☑	☐	☐	☑	☐	☐	☐
GU	SAT9 Norm-Referenced Test	☐	☑	☐	☐	☐	☐	☐
HI	Stanford Achievement Test 9th Ed. Abbreviated	☐	☑	☐	☐	☐	☐	☐
IA	Standardized Testing ITBS and ITED	☐	☐	☐	☐	☐	☐	☐
ID	Math Assessment	☑	☐	☐	☐	☑	☐	☐
	Norm-Referenced Test	☑	☐	☐	☐	☑	☐	☐
	Writing Assessment	☑	☐	☐	☐	☑	☐	☐
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	☐	☑	☐	☐	☐	☐	☐
IN	Statewide Assessment	☐	☑	☐	☐	☐	☐	☐
KS	Kansas Assessment Program	☐	☑	☐	☐	☐	☐	☐
KY	Alternate Portfolio	☐	☑	☐	☐	☐	☐	☐
	KCCT On-Demand	☐	☑	☐	☐	☐	☐	☐
	National Norm-Referenced Test	☐	☑	☐	☐	☐	☐	☐
	Writing Portfolio Assessment	☐	☑	☐	☐	☐	☐	☐
LA	Graduation Exit Examination (GEE)	☑	☐	☐	☐	☑	☐	☐
	LEAP 21 Grades 4, 8	☑	☐	☐	☐	☑	☐	☐
	The Iowa Tests, Complete Battery	☑	☐	☐	☐	☑	☐	☐
MA	Massachusetts Comprehensive Assessment System (MCAS)	☑	☐	☐	☐	☐	☑	☐
MD	High School Assessments	☐	☐	☐	☐	☐	☐	☐
	Maryland Functional Tests	☑	☐	☐	☑	☐	☐	☐
	Maryland School Performance Assessment Program (MSPAP)	☐	☑	☐	☐	☐	☐	☐

Question 3.5.2 Were LEP students allowed deferrals (i.e., postponing the time when a test must be taken)? If yes, what was the longest time one could have been granted?

State	Component	Yes	No	Less than one year	One year	Two years	Three years	More than three years
ME	Maine Educational Assessment	☐	☑	☐	☐	☐	☐	☐
MI	Grade 4 and 7 Reading and Mathematics	☐	☑	☐	☐	☐	☐	☐
	Grade 5 and 8 Science, Social Studies, and Writing	☐	☑	☐	☐	☐	☐	☐
	MEAP High School Test	☐	☑	☐	☐	☐	☐	☐
MN	Basic Standards Tests	☑	☐	☐	☐	☐	☑	☐
	Minnesota Comprehensive Assessments	☐	☐	☑	☐	☐	☐	☐
MO	MAP	☑	☐	☐	☑	☐	☐	☐
MP	Stanford Achievement Test, Ninth Edition	☐	☑	☐	☐	☐	☐	☐
MS	Career Planning and Assessment System	☐	☒	☐	☐	☐	☐	☐
	Functional Literacy Examination	☐	☑	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☑	☐	☐	☐	☑	☐	☐
MT	Student Assessment Requirement	☐	☑	☐	☐	☐	☐	☐
NC	NC Annual Testing Program	☑	☐	☐	☐	☑	☐	☐
	NC Testing Program - Competency Testing	☑	☐	☐	☐	☑	☐	☐
	NC Tests of Computer Skills	☑	☐	☐	☐	☑	☐	☐
	Norm-Referenced Testing Program	☑	☐	☐	☐	☑	☐	☐
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☑	☐	☑	☐	☐	☐	☐
NE	No State Assessments 1999-2000	☐	☑	☐	☐	☐	☐	☐
NH	NH Educational Improvement and Assessment Program	☐	☑	☐	☐	☐	☐	☐
NJ	Elementary School Proficiency Assessment	☐	☑	☐	☐	☐	☐	☐
	Grade 11 High School Proficiency Test	☐	☑	☐	☐	☐	☐	☐
	Grade Eight Proficiency Assessment	☐	☑	☐	☐	☐	☐	☐
NM	NM Achievement Assessment	☐	☑	☐	☐	☐	☐	☐
	NM High School Competency Exam	☐	☑	☐	☐	☐	☐	☐
	NM Writing Assessment Program	☐	☑	☐	☐	☐	☐	☐
	Reading Assessments for Grades 1 and 2	☐	☑	☐	☐	☐	☐	☐
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	☑	☐	☐	☐	☑	☐	☐
	High School Proficiency Examination	☑	☐	☐	☐	☐	☐	☑
	Norm-Referenced Testing at Grades 4, 8, and 10	☐	☑	☐	☐	☐	☐	☐
NY	New York State Testing Program	☐	☐	☐	☐	☐	☐	☐

Question 3.5.2 Were LEP students allowed deferrals (i.e., postponing the time when a test must be taken)? If yes, what was the longest time one could have been granted?

State	Component	Yes	No	Less than one year	One year	Two years	Three years	More than three years
NY	Occupational Education Proficiency Examinations	☐	☑	☐	☐	☐	☐	☐
	Program Evaluation Tests (PET)	☐	☑	☐	☐	☐	☐	☐
	Regents Competency Tests	☐	☑	☐	☐	☐	☐	☐
	Regents Examination Program	☐	☐	☐	☐	☐	☐	☐
	Second Language Proficiency Exams	☐	☐	☐	☐	☐	☐	☐
OH	12th-Grade Proficiency Testing	☑	☐	☐	☐	☑	☐	☐
	4th-Grade Proficiency Testing	☑	☐	☐	☐	☑	☐	☐
	6th-Grade Proficiency Testing	☑	☐	☐	☐	☑	☐	☐
	9th-Grade Proficiency Testing	☑	☐	☐	☐	☑	☐	☐
OK	Oklahoma Core Curriculum Tests - Multiple Choice	☐	☑	☐	☐	☐	☐	☐
	Oklahoma Core Curriculum Tests - Writing	☐	☑	☐	☐	☐	☐	☐
OR	Reading, Writing, Science, and Mathematics Assessment	☐	☑	☐	☐	☐	☐	☐
PA	Reading, Mathematics	☑	☐	☐	☐	☐	☑	☐
PR	Pruebas Puertorriqueñas de Competencias Escolares	☐	☑	☐	☐	☐	☐	☐
RI	English Lang. Arts & Math Performance Assessment	☑	☐	☐	☐	☐	☑	☐
	Health Education Performance Assessment	☑	☐	☐	☐	☐	☑	☐
	Writing Performance Assessment	☑	☐	☐	☐	☐	☑	☐
SC	Criterion-Referenced Tests - BSAP - High School Exit Examination	☑	☐	☐	☐	☐	☑	☐
	Criterion-Referenced Tests - PACT grades 3 - 8	☐	☑	☐	☐	☐	☐	☐
	Criterion-Referenced Tests - Readiness Test	☐	☑	☐	☐	☐	☐	☐
	Norm-Referenced Testing - TerraNova sample testing	☐	☑	☐	☐	☐	☐	☐
SD	Stanford Achievement Test, Ninth Edition	☐	☑	☐	☐	☐	☐	☐
	Stanford Writing Assessment Program, Third Edition	☐	☑	☐	☐	☐	☐	☐
TN	Achievement Test (3-8)	☑	☐	☐	☑	☐	☐	☐
	Competency Test	☑	☐	☐	☐	☑	☐	☐
	High School End of Course	☐	☑	☐	☐	☐	☐	☐
	TCAP Writing Assessment (4, 7, 11)	☐	☑	☐	☐	☐	☐	☐
TX	Reading Proficiency Tests in English (RPTE)	☐	☐	☐	☐	☐	☐	☐

Question 3.5.2 Were LEP students allowed deferrals (i.e., postponing the time when a test must be taken)? If yes, what was the longest time one could have been granted?

State	Component	Yes	No	Less than one year	One year	Two years	Three years	More than three years
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☑	☐	☐	☐	☐	☑	☐
UT	Core Curriculum Testing (Perf. Assessment)	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☑	☐	☐	☐	☐	☐
	Utah Core Assessment CRT Program	☐	☑	☐	☐	☐	☐	☐
VA	Standards of Learning (SOL) Assessment Program	☐	☑	☐	☐	☐	☐	☐
	Virginia Literacy Testing Program	☑	☐	☐	☐	☐	☑	☐
	Virginia State Assessment NRT Program	☐	☑	☐	☐	☐	☐	☐
VI	Terra Nova Assessments Series	☑	☐	☐	☐	☑	☐	☐
VT	Standard's Referenced Exams (NSRE)	☐	☑	☐	☐	☐	☐	☐
	Vermont Developmental Reading Assessment	☐	☑	☐	☐	☐	☐	☐
WA	Norm-Referenced Testing	☑	☐	☐	☑	☐	☐	☐
	Second Grade Reading	☐	☑	☐	☐	☐	☐	☐
	Washington Assessment of Student Learning	☑	☐	☐	☑	☐	☐	☐
WI	Reading Comprehension	☐	☑	☐	☐	☐	☐	☐
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☐	☑	☐	☐	☐	☐	☐
WV	ACT Explore	☐	☑	☐	☐	☐	☐	☐
	ACT Work Keys	☐	☑	☐	☐	☐	☐	☐
	National Assessment of Educational Progress	☐	☑	☐	☐	☐	☐	☐
	Norm-referenced Test	☐	☑	☐	☐	☐	☐	☐
	Writing Assessment	☐	☑	☐	☐	☐	☐	☐
WY	Carl Perkins Assessment	☑	☐	☐	☐	☑	☐	☐
	Wyoming Comprehensive Assessment System	☐	☑	☐	☐	☐	☐	☐
	Totals by State	24	34	2	5	9	9	1
	Totals by Jurisdiction	2	5	0	0	1	1	0
	Total	26	39	2	5	10	10	1

Question 3.5.3 Has the number of LEP exemptions changed over the past 2-3 years?

Question 3.5.4 If the number of LEP exemptions over the past 2-3 years has changed, what has led to this change? Check all that apply:

State	Component	Increased	Decreased	Stayed the same	Parent request	Educator request	Public pressure	Legislative or state board action	Other (Please describe)
AK	California Achievement Test, fifth edition	☐	☐	☑	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☐	☐	☐	☐	☐	☐	☐
AL	Alabama Direct Assessment of Writing	☑	☐	☐	☐	☐	☐	☐	☑ Increased LEP population.
	Alabama Early Learning Inventory	☐	☐	☐	☐	☐	☐	☐	☐
	Alabama High School Graduation Exam, Third Edition	☐	☐	☐	☐	☐	☐	☐	☐
	Alabama Reading Assessment: Grade 1	☐	☐	☐	☐	☐	☐	☐	☐
	Alabama Reading Assessment: Grade 2	☐	☐	☐	☐	☐	☐	☐	☐
	Stanford Achievement Test, 9th edition	☑	☐	☐	☐	☐	☐	☐	☑ Increased LEP population
AR	Criterion-Referenced Testing	☐	☐	☑	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☐	☑	☐	☐	☐	☐	☐
AS	Stanford Achievement Test Ninth Edition	☐	☐	☑	☐	☑	☐	☑	☐
AZ	CRT: Arizona's Instrument to Measure Standards (AIMS)	☐	☐	☐	☐	☐	☐	☐	☐
	NRT: Stanford Achievement Test, Ninth Edition	☑	☐	☐	☐	☐	☐	☐	☑ unknown
CA	Assessments in Career Education	☐	☐	☐	☐	☐	☐	☐	☐
	CHSPE	☐	☐	☐	☐	☐	☐	☐	☐
	GED	☐	☐	☐	☐	☐	☐	☐	☐
	Golden State Exams	☐	☐	☐	☐	☐	☐	☐	☐
	Physical Fitness Test	☐	☐	☐	☐	☐	☐	☐	☑ unknown - no previous data for 3.5.3 or 3.5.4
	Standardized Testing and Reporting Program (STAR)	☑	☐	☐	☑	☐	☐	☐	☐
CO	Reading, Writing, Mathematics, and Science	☐	☐	☑	☐	☐	☐	☐	☐
CT	Connecticut Academic Performance Test (CAPT)	☐	☐	☑	☐	☐	☐	☐	☐
	Connecticut Mastery Test (CMT)	☐	☐	☑	☐	☐	☐	☐	☐

Question 3.5.3 Has the number of LEP exemptions changed over the past 2-3 years?

Question 3.5.4 If the number of LEP exemptions over the past 2-3 years has changed, what has led to this change? Check all that apply:

State	Component	Increased	Decreased	Stayed the same	Parent request	Educator request	Public pressure	Legislative or state board action	Other (Please describe)
DC	Stanford Achievement Tests- Ninth Edition	☐	☑	☐	☑	☐	☐	☑	☑ School accountability
DE	Delaware Student Testing Program - Mathematics NRT	☐	☐	☑	☐	☐	☐	☐	☑ Adoption of one-time-only exemption policy
	Delaware Student Testing Program - Reading NRT	☐	☐	☑	☐	☐	☐	☐	☑ Adoption of one-time-only exemption policy
	Delaware Student Testing Program - Science 8 & 11	☐	☐	☑	☐	☐	☐	☐	☑ Adoption of one-time-only exemption policy
	Delaware Student Testing Program - Social Studies 8 & 11	☐	☐	☑	☐	☐	☐	☐	☑ Adoption of one-time-only exemption policy
	Delaware Student Testing Program - Standards-Based Mathematics	☐	☐	☑	☐	☐	☐	☐	☑ Adoption of one-time-only exemption policy
	Delaware Student Testing Program - Standards-Based Reading	☐	☐	☑	☐	☐	☐	☐	☑ Adoption of one-time-only exemption policy
	Delaware Student Testing Program - Standards-Based Writing	☐	☐	☑	☐	☐	☐	☐	☑ Adoption of one-time-only exemption policy
DoDEA	CTB TerraNova Multiple Assessment	☐	☐	☑	☐	☐	☐	☐	☐
FL	No Response to 1999-2000 Survey	☐	☐	☐	☐	☐	☐	☐	☐
GA	Criterion-Referenced Competency Tests (CRCT)	☐	☐	☐	☐	☐	☐	☐	☐
	Georgia High School Graduation Tests (GHSGT)	☑	☐	☐	☑	☑	☑	☑	☐
	Georgia Kindergarten Assessment Program-Revised (GKAP-R)	☐	☑	☐	☐	☐	☐	☑	☐
	Iowa Tests of Basic Skills	☐	☐	☐	☐	☐	☐	☐	☐
	Writing Test	☐	☑	☐	☐	☐	☐	☑	☐
GU	SAT9 Norm-Referenced Test	☐	☐	☑	☐	☐	☐	☐	☐
HI	Stanford Achievement Test 9th Ed. Abbreviated	☑	☐	☐	☐	☑	☐	☐	☐
IA	Standardized Testing ITBS and ITED	☐	☐	☐	☐	☐	☐	☐	☐

Question 3.5.3 Has the number of LEP exemptions changed over the past 2-3 years?

Question 3.5.4 If the number of LEP exemptions over the past 2-3 years has changed, what has led to this change? Check all that apply:

State	Component	Increased	Decreased	Stayed the same	Parent request	Educator request	Public pressure	Legislative or state board action	Other (Please describe)
ID	Math Assessment	☐	☑	☐	☑	☑	☐	☐	☐
	Norm-Referenced Test	☐	☑	☐	☑	☑	☐	☐	☐
	Writing Assessment	☐	☑	☐	☑	☑	☐	☐	☐
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	☐	☐	☑	☐	☐	☐	☐	☐
IN	Statewide Assessment	☑	☐	☐	☐	☐	☐	☐	☑ Increased population
KS	Kansas Assessment Program	☐	☑	☐	☐	☑	☐	☐	☑ State Department encouragement
KY	Alternate Portfolio	☐	☐	☑	☐	☐	☐	☐	☐
	KCCT On-Demand	☐	☐	☑	☐	☐	☐	☐	☐
	National Norm-Referenced Test	☐	☐	☑	☐	☐	☐	☐	☐
	Writing Portfolio Assessment	☐	☐	☑	☐	☐	☐	☐	☐
LA	Graduation Exit Examination (GEE)	☐	☐	☑	☐	☐	☐	☐	☐
	LEAP 21 Grades 4, 8	☐	☐	☑	☐	☐	☐	☐	☐
	The Iowa Tests, Complete Battery	☐	☐	☑	☐	☐	☐	☐	☐
MA	Massachusetts Comprehensive Assessment System (MCAS)	☐	☐	☑	☐	☐	☐	☐	☐
MD	High School Assessments	☐	☐	☐	☐	☐	☐	☐	☐
	Maryland Functional Tests	☐	☐	☐	☐	☐	☐	☐	☐
	Maryland School Performance Assessment Program (MSPAP)	☐	☑	☐	☐	☐	☐	☐	☑ Maryland State Department of Education audits
ME	Maine Educational Assessment	☐	☐	☑	☐	☐	☐	☐	☐
MI	Grade 4 and 7 Reading and Mathematics	☐	☐	☑	☐	☐	☐	☐	☐
	Grade 5 and 8 Science, Social Studies, and Writing	☐	☐	☑	☐	☐	☐	☐	☐
	MEAP High School Test	☐	☐	☑	☐	☐	☐	☐	☐
MN	Basic Standards Tests	☐	☐	☑	☐	☐	☐	☐	☐
	Minnesota Comprehensive Assessments	☐	☐	☑	☐	☐	☐	☐	☐

Question 3.5.3 Has the number of LEP exemptions changed over the past 2-3 years?

Question 3.5.4 If the number of LEP exemptions over the past 2-3 years has changed, what has led to this change? Check all that apply:

State	Component	Increased	Decreased	Stayed the same	Parent request	Educator request	Public pressure	Legislative or state board action	Other (Please describe)
MO	MAP	☐	☐	☑	☐	☐	☐	☐	☐
MP	Stanford Achievement Test, Ninth Edition	☑	☐	☐	☐	☐	☐	☐	☐
MS	Career Planning and Assessment System	☐	☐	☑	☐	☐	☐	☐	☐
	Functional Literacy Examination	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☐	☑	☐	☐	☐	☐	☐
MT	Student Assessment Requirement	☐	☐	☐	☐	☐	☐	☐	☐ not reported to state
NC	NC Annual Testing Program	☑	☐	☐	☐	☐	☐	☐	☑ Number increased due increase in population of ESL students
	NC Testing Program - Competency Testing	☑	☐	☐	☐	☐	☐	☐	☑ Increase in number of ESL students
	NC Tests of Computer Skills	☐	☐	☑	☐	☐	☐	☐	☑ tests mandated as a graduation requirement
	Norm-Referenced Testing Program	☐	☐	☑	☐	☐	☐	☐	☑ no significant difference noted
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☐	☐	☑	☐	☐	☐	☐	☐
NE	No State Assessments 1999-2000	☐	☐	☐	☐	☐	☐	☐	☐
NH	NH Educational Improvement and Assessment Program	☐	☑	☐	☐	☐	☐	☐	☑ In NH, LEP students make up a small part of the total enrollment. Therefore, it is difficult to determine what has led to this change.
NJ	Elementary School Proficiency Assessment	☐	☐	☑	☐	☐	☐	☐	☐
	Grade 11 High School Proficiency Test	☐	☐	☑	☐	☐	☐	☐	☐
	Grade Eight Proficiency Assessment	☐	☐	☑	☐	☐	☐	☐	☐
NM	NM Achievement Assessment	☑	☐	☐	☐	☐	☐	☐	☑ Local determination
	NM High School Competency Exam	☑	☐	☐	☐	☐	☐	☐	☑ Local determination
	NM Writing Assessment Program	☑	☐	☐	☐	☐	☐	☐	☑ Local determination
	Reading Assessments for Grades 1 and 2	☑	☐	☐	☐	☐	☐	☐	☑ Local determination of language assessment
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	☑	☐	☐	☐	☐	☐	☐	☑ Increase in state's population
	High School Proficiency Examination	☑	☐	☐	☐	☐	☐	☐	☑ Increase in LEP population

Question 3.5.3 Has the number of LEP exemptions changed over the past 2-3 years?

Question 3.5.4 If the number of LEP exemptions over the past 2-3 years has changed, what has led to this change? Check all that apply:

State	Component	Increased	Decreased	Stayed the same	Parent request	Educator request	Public pressure	Legislative or state board action	Other (Please describe)
NV	Norm-Referenced Testing at Grades 4, 8, and 10	☑	☐	☐	☐	☐	☐	☐	☑ Growth in state LEP population
NY	New York State Testing Program	☐	☐	☑	☐	☐	☐	☐	☐
	Occupational Education Proficiency Examinations	☐	☐	☐	☐	☐	☐	☐	☐
	Program Evaluation Tests (PET)	☐	☐	☑	☐	☐	☐	☐	☐
	Regents Competency Tests	☐	☑	☐	☐	☐	☐	☑	☐
	Regents Examination Program	☐	☐	☐	☐	☐	☐	☐	☐
	Second Language Proficiency Exams	☐	☐	☐	☐	☐	☐	☐	☐
OH	12th-Grade Proficiency Testing	☑	☐	☐	☐	☑	☐	☑	☐
	4th-Grade Proficiency Testing	☑	☐	☐	☐	☑	☐	☑	☐
	6th-Grade Proficiency Testing	☑	☐	☐	☐	☑	☐	☑	☐
	9th-Grade Proficiency Testing	☑	☐	☐	☐	☑	☐	☑	☐
OK	Oklahoma Core Curriculum Tests - Multiple Choice	☐	☐	☑	☐	☐	☐	☐	☐
	Oklahoma Core Curriculum Tests - Writing	☐	☐	☑	☐	☐	☐	☐	☐
OR	Reading, Writing, Science, and Mathematics Assessment	☐	☑	☐	☑	☑	☐	☑	☑ Oregon has developed assessments in a "side-by-side" format to support the expectation that "all" students are assessed. A better understanding of the usefulness of the assessments and the data from the assessments has helped support the decrease in exemptions.
PA	Reading, Mathematics	☑	☐	☐	☐	☐	☐	☐	☑ More LEP students enrolled in schools.
PR	Pruebas Puertorriqueñas de Competencias Escolares	☐	☐	☐	☐	☐	☐	☐	☐
RI	English Lang. Arts & Math Performance Assessment	☐	☑	☐	☐	☐	☐	☑	☑ Education reform initiatives to include all students in the assessment program
	Health Education Performance Assessment	☐	☑	☐	☐	☐	☐	☑	☑ Education reform
	Writing Performance Assessment	☐	☑	☐	☐	☐	☐	☑	☑ Education reform

Question 3.5.3 Has the number of LEP exemptions changed over the past 2-3 years?

Question 3.5.4 If the number of LEP exemptions over the past 2-3 years has changed, what has led to this change? Check all that apply:

State	Component	Increased	Decreased	Stayed the same	Parent request	Educator request	Public pressure	Legislative or state board action	Other (Please describe)
SC	Criterion-Referenced Tests - BSAP - High School Exit Examination	☐	☐	☑	☐	☐	☐	☐	☑ no change
	Criterion-Referenced Tests - PACT grades 3 - 8	☐	☐	☐	☐	☐	☐	☐	☐
	Criterion-Referenced Tests - Readiness Test	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing - TerraNova sample testing	☐	☐	☐	☐	☐	☐	☐	☐
SD	Stanford Achievement Test, Ninth Edition	☑	☐	☐	☐	☐	☐	☐	☑ Increase in number of foreign families moving in.
	Stanford Writing Assessment Program, Third Edition	☑	☐	☐	☐	☐	☐	☐	☑ Increase in number of foreign families moving in.
TN	Achievement Test (3-8)	☑	☐	☐	☐	☐	☐	☐	☑ LEP Population increase
	Competency Test	☑	☐	☐	☐	☐	☐	☐	☑ Increase in LEP population
	High School End of Course	☑	☐	☐	☐	☐	☐	☐	☑ Population increase
	TCAP Writing Assessment (4, 7, 11)	☑	☐	☐	☐	☐	☐	☐	☐ Population increase
TX	Reading Proficiency Tests in English (RPTE)	☐	☐	☐	☐	☐	☐	☐	☐
	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☐	☑	☐	☐	☑	☑	☐	☑ Implementation of state-published Spanish version of TAAS
UT	Core Curriculum Testing (Perf. Assessment)	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☐	☑	☐	☐	☐	☐	☐
	Utah Core Assessment CRT Program	☐	☐	☑	☐	☐	☐	☐	☐
VA	Standards of Learning (SOL) Assessment Program	☐	☐	☐	☐	☐	☐	☐	☐
	Virginia Literacy Testing Program	☐	☐	☐	☐	☐	☐	☐	☐
	Virginia State Assessment NRT Program	☐	☐	☑	☐	☐	☐	☐	☐
VI	Terra Nova Assessments Series	☐	☐	☑	☑	☑	☑	☐	☐ Federal mandates
VT	Standard's Referenced Exams (NSRE)	☐	☑	☐	☐	☐	☐	☐	☑ No longer allow exemptions

Question 3.5.3 Has the number of LEP exemptions changed over the past 2-3 years?

Question 3.5.4 If the number of LEP exemptions over the past 2-3 years has changed, what has led to this change? Check all that apply:

State	Component	Increased	Decreased	Stayed the same	Parent request	Educator request	Public pressure	Legislative or state board action	Other (Please describe)
VT	Vermont Developmental Reading Assessment	☐	☐	☑	☐	☐	☐	☐	☐
WA	Norm-Referenced Testing	☐	☐	☑	☐	☐	☐	☐	☐
	Second Grade Reading	☐	☐	☐	☐	☐	☐	☐	☐
	Washington Assessment of Student Learning	☑	☐	☐	☐	☐	☐	☐	☐
WI	Reading Comprehension	☑	☐	☐	☐	☐	☐	☐	☑ Many more LEP students are moving to Wisconsin.
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☑	☐	☐	☐	☐	☐	☐	☑ Influx of LEP students
WV	ACT Explore	☐	☑	☐	☐	☐	☐	☑	☐
	ACT Work Keys	☐	☑	☐	☐	☑	☐	☐	☐
	National Assessment of Educational Progress	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-referenced Test	☐	☑	☐	☐	☑	☐	☐	☐
	Writing Assessment	☐	☑	☐	☐	☑	☐	☐	☐
WY	Carl Perkins Assessment	☐	☐	☐	☐	☐	☐	☐	☐
	Wyoming Comprehensive Assessment System	☐	☐	☑	☐	☐	☐	☐	☐
	Totals by State	15	11	25	4	8	2	6	20
	Totals by Jurisdiction	1	1	4	2	2	1	2	1
	Total	16	12	29	6	10	3	8	21

Question 3.5.5 A Does the state permit LEAs to offer accommodations to LEP students on the assessments used for this component?

A. If Yes, what is the nature of the state accommodations policies?

State	Component	Yes	No	Very specific	General guidelines	Other (Please specify)
AK	California Achievement Test, fifth edition	☑	☐	☐	☑	☐
	Norm-Referenced Testing	☐	☑	☐	☐	☐
AL	Alabama Direct Assessment of Writing	☑	☐	☑	☐	☐
	Alabama Early Learning Inventory	☑	☐	☑	☐	☐
	Alabama High School Graduation Exam, Third Edition	☑	☐	☑	☐	☐
	Alabama Reading Assessment: Grade 1	☑	☐	☑	☐	☐
	Alabama Reading Assessment: Grade 2	☑	☐	☑	☐	☐
	Stanford Achievement Test, 9th edition	☑	☐	☑	☐	☐
AR	Criterion-Referenced Testing	☑	☐	☐	☐	☑ Same as for IEP
	Norm-Referenced Testing	☐	☑	☐	☐	☐
AS	Stanford Achievement Test Ninth Edition	☑	☐	☑	☐	☐
AZ	CRT: Arizona's Instrument to Measure Standards (AIMS)	☑	☐	☐	☑	☐
	NRT: Stanford Achievement Test, Ninth Edition	☑	☐	☐	☑	☐
CA	Assessments in Career Education	☐	☑	☐	☐	☐
	CHSPE	☐	☐	☐	☐	☐
	GED	☐	☑	☐	☐	☐
	Golden State Exams	☑	☐	☐	☐	☑ If student writes in native language on any exam except English Composition and a scorer in that language is available, it will be scored.
	Physical Fitness Test	☐	☑	☐	☐	☐
	Standardized Testing and Reporting Program (STAR)	☑	☐	☑	☐	☐
CO	Reading, Writing, Mathematics, and Science	☑	☐	☑	☐	☐
CT	Connecticut Academic Performance Test (CAPT)	☑	☐	☑	☐	☐
	Connecticut Mastery Test (CMT)	☑	☐	☑	☐	☐
DC	Stanford Achievement Tests- Ninth Edition	☑	☐	☑	☐	☐
DE	Delaware Student Testing Program - Mathematics NRT	☑	☐	☑	☐	☐
	Delaware Student Testing Program - Reading NRT	☑	☐	☑	☐	☐
	Delaware Student Testing Program - Science 8 & 11	☑	☐	☑	☐	☐
	Delaware Student Testing Program - Social Studies 8 & 11	☑	☐	☑	☐	☐

Question 3.5.5 A Does the state permit LEAs to offer accommodations to LEP students on the assessments used for this component? A. If Yes, what is the nature of the state accommodations policies?

State	Component	Yes	No	Very specific	General guidelines	Other (Please specify)
DE	Delaware Student Testing Program - Standards-Based Mathematics	☑	☐	☑	☐	☐
	Delaware Student Testing Program - Standards-Based Reading	☑	☐	☑	☐	☐
	Delaware Student Testing Program - Standards-Based Writing	☑	☐	☑	☐	☐
DoDEA	CTB TerraNova Multiple Assessment	☐	☐	☑	☐	☐
FL	No Response to 1999-2000 Survey	☐	☐	☐	☐	☐
GA	Criterion-Referenced Competency Tests (CRCT)	☐	☑	☐	☐	☐
	Georgia High School Graduation Tests (GHSGT)	☑	☐	☑	☐	☐
	Georgia Kindergarten Assessment Program-Revised (GKAP-R)	☑	☐	☑	☐	☐
	Iowa Tests of Basic Skills	☐	☑	☐	☐	☐
	Writing Test	☐	☑	☐	☐	☐
GU	SAT9 Norm-Referenced Test	☑	☐	☐	☑	☐
HI	Stanford Achievement Test 9th Ed. Abbreviated	☐	☑	☐	☐	☐
IA	Standardized Testing ITBS and ITED	☑	☐	☐	☐	☑ Local decision based on needs
ID	Math Assessment	☑	☐	☐	☐	☐
	Norm-Referenced Test	☑	☐	☐	☐	☐
	Writing Assessment	☐	☑	☐	☐	☐
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	☐	☑	☐	☐	☐
IN	Statewide Assessment	☐	☑	☐	☐	☐
KS	Kansas Assessment Program	☑	☐	☑	☐	☐
KY	Alternate Portfolio	☑	☐	☑	☐	☐
	KCCT On-Demand	☑	☐	☑	☐	☐
	National Norm-Referenced Test	☑	☐	☑	☐	☐
	Writing Portfolio Assessment	☑	☐	☑	☐	☐
LA	Graduation Exit Examination (GEE)	☑	☐	☑	☐	☐
	LEAP 21 Grades 4, 8	☑	☐	☑	☐	☐
	The Iowa Tests, Complete Battery	☑	☐	☑	☐	☐
MA	Massachusetts Comprehensive Assessment System (MCAS)	☑	☐	☑	☐	☑ The Department will allow LEP students to use bilingual (word to word) dictionaries beginning in spring 2001
MD	High School Assessments	☑	☐	☑	☐	☐
	Maryland Functional Tests	☑	☐	☑	☐	☐

Question 3.5.5 A

Does the state permit LEAs to offer accommodations to LEP students on the assessments used for this component?
A. If Yes, what is the nature of the state accommodations policies?

State	Component	Yes	No	Very specific	General guidelines	Other (Please specify)
MD	Maryland School Performance Assessment Program (MSPAP)	☑	☐	☑	☐	☐
ME	Maine Educational Assessment	☑	☐	☐	☐	☐
MI	Grade 4 and 7 Reading and Mathematics	☑	☐	☑	☐	☐
	Grade 5 and 8 Science, Social Studies, and Writing	☑	☐	☑	☑	☐
	MEAP High School Test	☑	☐	☑	☑	☐
MN	Basic Standards Tests	☑	☐	☑	☐	☐
	Minnesota Comprehensive Assessments	☑	☐	☐	☑	☐
MO	MAP	☑	☐	☑	☐	☐
MP	Stanford Achievement Test, Ninth Edition	☐	☑	☐	☐	☐
MS	Career Planning and Assessment System	☑	☐	☑	☐	☐
	Functional Literacy Examination	☑	☐	☑	☐	☐
	Norm-Referenced Testing	☑	☐	☑	☐	☐
MT	Student Assessment Requirement	☑	☐	☐	☐	☐
NC	NC Annual Testing Program	☑	☐	☐	☑	☐
	NC Testing Program - Competency Testing	☑	☐	☐	☑	☐
	NC Tests of Computer Skills	☑	☐	☐	☑	☐
	Norm-Referenced Testing Program	☐	☑	☐	☐	☐
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☑	☐	☐	☐	☑ The same accommodations that are allowed to special education students
NE	No State Assessments 1999-2000	☑	☐	☐	☑	☑ If students had been in a Nebraska school for less than one year, any of the following may have been allowed.
NH	NH Educational Improvement and Assessment Program	☑	☐	☐	☐	☐
NJ	Elementary School Proficiency Assessment	☑	☐	☑	☐	☐
	Grade 11 High School Proficiency Test	☐	☑	☐	☐	☐
	Grade Eight Proficiency Assessment	☑	☐	☑	☐	☐
NM	NM Achievement Assessment	☐	☑	☐	☐	☐
	NM High School Competency Exam	☑	☐	☐	☐	☑ Spanish language form of exam is offered
	NM Writing Assessment Program	☑	☐	☐	☐	☑ Spanish Translation
	Reading Assessments for Grades 1 and 2	☑	☐	☐	☐	☑ Local language assessment determination
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	☑	☐	☑	☐	☐

Question 3.5.5 A Does the state permit LEAs to offer accommodations to LEP students on the assessments used for this component?

A. If Yes, what is the nature of the state accommodations policies?

State	Component	Yes	No	Very specific	General guidelines	Other (Please specify)
NV	High School Proficiency Examination	☑	☐	☑	☐	☐
	Norm-Referenced Testing at Grades 4, 8, and 10	☑	☐	☑	☐	☐
NY	New York State Testing Program	☑	☐	☑	☐	☐
	Occupational Education Proficiency Examinations	☑	☐	☑	☐	☐
	Program Evaluation Tests (PET)	☑	☐	☑	☐	☐
	Regents Competency Tests	☑	☐	☑	☐	☐
	Regents Examination Program	☑	☐	☑	☐	☐
	Second Language Proficiency Exams	☐	☑	☐	☐	☐
OH	12th-Grade Proficiency Testing	☑	☐	☑	☐	☐
	4th-Grade Proficiency Testing	☑	☐	☑	☐	☐
	6th-Grade Proficiency Testing	☑	☐	☑	☐	☐
	9th-Grade Proficiency Testing	☑	☐	☑	☐	☐
OK	Oklahoma Core Curriculum Tests - Multiple Choice	☑	☐	☐	☑	☐
	Oklahoma Core Curriculum Tests - Writing	☑	☐	☐	☑	☐
OR	Reading, Writing, Science, and Mathematics Assessment	☑	☐	☐	☑	☐
PA	Reading, Mathematics	☑	☐	☐	☐	☑ It is the same as for students with special needs.
PR	Pruebas Puertorriqueñas de Competencias Escolares	☐	☑	☐	☐	☐
RI	English Lang. Arts & Math Performance Assessment	☑	☐	☑	☐	☐
	Health Education Performance Assessment	☑	☐	☑	☐	☐
	Writing Performance Assessment	☑	☐	☑	☐	☐
SC	Criterion-Referenced Tests - BSAP - High School Exit Examination	☑	☐	☑	☐	☐
	Criterion-Referenced Tests - PACT grades 3 - 8	☑	☐	☑	☐	☐
	Criterion-Referenced Tests - Readiness Test	☐	☑	☐	☐	☐
	Norm-Referenced Testing - TerraNova sample testing	☑	☐	☑	☐	☐
SD	Stanford Achievement Test, Ninth Edition	☑	☐	☐	☑	☐
	Stanford Writing Assessment Program, Third Edition	☑	☐	☐	☑	☐
TN	Achievement Test (3-8)	☑	☐	☑	☐	☐

Question 3.5.5 A Does the state permit LEAs to offer accommodations to LEP students on the assessments used for this component?

A. If Yes, what is the nature of the state accommodations policies?

State	Component	Yes	No	Very specific	General guidelines	Other (Please specify)
TN	Competency Test	☑	☐	☑	☐	☐
	High School End of Course	☑	☐	☐	☐	☐
	TCAP Writing Assessment (4, 7, 11)	☑	☐	☑	☐	☐
TX	Reading Proficiency Tests in English (RPTE)	☐	☐	☐	☑	☑ Case-by-case basis
	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☑	☐	☐	☑	☐
UT	Core Curriculum Testing (Perf. Assessment)	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☑	☐	☑	☐	☐
	Utah Core Assessment CRT Program	☑	☐	☑	☐	☐
VA	Standards of Learning (SOL) Assessment Program	☑	☐	☑	☐	☐
	Virginia Literacy Testing Program	☐	☑	☐	☐	☐
	Virginia State Assessment NRT Program	☑	☐	☑	☐	☐
VI	Terra Nova Assessments Series	☑	☐	☐	☑	☐
VT	Standard's Referenced Exams (NSRE)	☑	☐	☑	☐	☐
	Vermont Developmental Reading Assessment	☑	☐	☑	☐	☐
WA	Norm-Referenced Testing	☑	☐	☑	☐	☐
	Second Grade Reading	☐	☑	☐	☐	☐
	Washington Assessment of Student Learning	☑	☐	☑	☐	☐
WI	Reading Comprehension	☑	☐	☐	☑	☐
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☑	☐	☐	☑	☐
WV	ACT Explore	☑	☐	☐	☑	☐
	ACT Work Keys	☐	☑	☐	☐	☐
	National Assessment of Educational Progress	☑	☐	☐	☑	☐
	Norm-referenced Test	☐	☑	☐	☐	☐
	Writing Assessment	☐	☑	☐	☐	☐
WY	Carl Perkins Assessment	☑	☐	☐	☐	☑ In the normal course of instruction.
	Wyoming Comprehensive Assessment System	☑	☐	☑	☐	☐
	Totals by State	46	16	27	12	10
	Totals by Jurisdiction	4	2	3	2	0
	Total	50	18	30	14	10

Question 3.5.5B **Does the state permit LEAs to offer accommodations to LEP students on the assessments used for this component?**
B. If Yes, what kind?

Presentation Format:

State	Component	Explanation of directions	Oral reading in English	Oral reading in native language	Person familiar to student administers test	Translation of directions	Translation of test into native language	Which languages?	Bilingual version of test (English and native language)	Other (Please specify)
AK	California Achievement Test, fifth edition	☐	☐	☐	☐	☐	☐		☐	☐
	Norm-Referenced Testing	☐	☐	☐	☐	☐	☐		☐	☐
AL	Alabama Direct Assessment of Writing	☑	☑	☐	☑	☑	☐		☐	☑ SDE approval.
	Alabama Early Learning Inventory	☑	☑	☐	☑	☑	☐		☐	☐
	Alabama High School Graduation Exam, Third Edition	☐	☑	☐	☑	☑	☐		☐	☑ SDE approval
	Alabama Reading Assessment: Grade 1	☑	☑	☐	☑	☑	☐		☐	☐
	Alabama Reading Assessment: Grade 2	☑	☑	☐	☑	☑	☐		☐	☐
	Stanford Achievement Test, 9th edition	☐	☐	☐	☑	☑	☐		☐	☐
AR	Criterion-Referenced Testing	☐	☑	☐	☑	☐	☐		☐	☐
	Norm-Referenced Testing	☐	☐	☐	☐	☐	☐		☐	☐
AS	Stanford Achievement Test Ninth Edition	☑	☑	☐	☑	☐	☐		☐	☐
AZ	CRT: Arizona's Instrument to Measure Standards (AIMS)	☑	☑	☑	☑	☑	☑		☑	☐
	NRT: Stanford Achievement Test, Ninth Edition	☑	☐	☑	☑	☑	☑	Any language for which a translator was available.	☑	☐
CA	Assessments in Career Education	☐	☐	☐	☐	☐	☐		☐	☐
	CHSPE	☐	☐	☐	☐	☐	☐		☐	☐

Question 3.5.5B Does the state permit LEAs to offer accommodations to LEP students on the assessments used for this component?

B. If Yes, what kind?

Presentation Format:

State	Component	Explanation of directions	Oral reading in English	Oral reading in native language	Person familiar to student administers test	Translation of directions	Translation of test into native language	Which languages?	Bilingual version of test (English and native language)	Other (Please specify)
CA	GED	☐	☐	☐	☐	☐	☐		☐	☐
	Golden State Exams	☐	☐	☐	☐	☐	☐		☐	☐
	Physical Fitness Test	☐	☐	☐	☐	☐	☐		☐	☐
	Standardized Testing and Reporting Program (STAR)	☑	☐	☐	☑	☐	☐		☐	☐
CO	Reading, Writing, Mathematics, and Science	☐	☐	☐	☐	☐	☑	Spanish	☐	☐
CT	Connecticut Academic Performance Test (CAPT)	☑	☐	☐	☐	☐	☐		☐	☐
	Connecticut Mastery Test (CMT)	☑	☐	☐	☐	☐	☐		☐	☐
DC	Stanford Achievement Tests-Ninth Edition	☑	☑	☑	☑	☑	☑	It will vary	☐	☐ Repetition of directions
DE	Delaware Student Testing Program - Mathematics NRT	☑	☑	☑	☑	☑	☑	Spanish	☐	☐
	Delaware Student Testing Program - Reading NRT	☑	☑	☑	☑	☑	☐		☐	☐
	Delaware Student Testing Program - Science 8 & 11	☑	☑	☑	☑	☑	☑	Spanish	☐	☐
	Delaware Student Testing Program - Social Studies 8 & 11	☑	☑	☑	☐	☑	☑	Spanish	☐	☐
	Delaware Student Testing Program - Standards-Based Mathematics	☑	☑	☑	☑	☑	☑	Spanish	☐	☐
	Delaware Student Testing Program - Standards-Based Reading	☑	☑	☑	☑	☑	☐		☐	☐

Question 3.5.5B Does the state permit LEAs to offer accommodations to LEP students on the assessments used for this component?

B. If Yes, what kind?

Presentation Format:

State	Component	Explanation of directions	Oral reading in English	Oral reading in native language	Person familiar to student administers test	Translation of directions	Translation of test into native language	Which languages?	Bilingual version of test (English and native language)	Other (Please specify)
DE	Delaware Student Testing Program - Standards-Based Writing	☑	☑	☑	☑	☑	☐		☐	☐
DoDEA	CTB TerraNova Multiple Assessment	☑	☑	☑	☑	☑	☐		☐	☐
FL	No Response to 1999-2000 Survey	☐	☐	☐	☐	☐	☐		☐	☐
GA	Criterion-Referenced Competency Tests (CRCT)	☐	☐	☐	☐	☐	☐		☐	☐
	Georgia High School Graduation Tests (GHSGT)	☑	☑	☐	☑	☐	☐		☐	☐
	Georgia Kindergarten Assessment Program-Revised (GKAP-R)	☑	☑	☐	☑	☐	☐		☐	☐
	Iowa Tests of Basic Skills	☐	☐	☐	☐	☐	☐		☐	☐
	Writing Test	☐	☐	☐	☐	☐	☐		☐	☐
GU	SAT9 Norm-Referenced Test	☑	☑	☐	☐	☑	☐		☐	☐
HI	Stanford Achievement Test 9th Ed. Abbreviated	☐	☐	☐	☐	☐	☐		☐	☐
IA	Standardized Testing ITBS and ITED	☐	☐	☐	☐	☐	☐		☐	☑ Depends on Needs
ID	Math Assessment	☐	☑	☐	☑	☐	☐		☐	☐
	Norm-Referenced Test	☐	☐	☐	☑	☐	☐		☐	☐
	Writing Assessment	☐	☐	☐	☐	☐	☐		☐	☐
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	☐	☐	☐	☐	☐	☐		☐	☐

Question 3.5.5B **Does the state permit LEAs to offer accommodations to LEP students on the assessments used for this component?**
B. If Yes, what kind?

Presentation Format:

State	Component	Explanation of directions	Oral reading in English	Oral reading in native language	Person familiar to student administers test	Translation of directions	Translation of test into native language	Which languages?	Bilingual version of test (English and native language)	Other (Please specify)
IN	Statewide Assessment	☐	☐	☐	☐	☐	☐		☐	☐
KS	Kansas Assessment Program	☑	☑	☐	☑	☑	☐		☐	☐
KY	Alternate Portfolio	☐	☐	☐	☐	☐	☐		☐	☑ With indications of need and if instructionally consistent.
	KCCT On-Demand	☐	☐	☐	☐	☐	☐		☐	☑ With indications of need and if instructionally consistent.
	National Norm-Referenced Test	☐	☐	☑	☑	☐	☐		☐	☑ With indications of need and if instructionally consistent.
	Writing Portfolio Assessment	☐	☐	☐	☐	☐	☐		☐	☑ With indications of need and if instructionally consistent.
LA	Graduation Exit Examination (GEE)	☑	☐	☐	☑	☐	☐		☐	☑
	LEAP 21 Grades 4, 8	☑	☐	☐	☑	☐	☐		☐	☑ Repeated directions
	The Iowa Tests, Complete Battery	☑	☐	☐	☑	☐	☐		☐	☑ Repeated directions
MA	Massachusetts Comprehensive Assessment System (MCAS)	☐	☐	☐	☑	☐	☐		☑	☐
MD	High School Assessments	☐	☑	☐	☑	☐	☐		☐	☐
	Maryland Functional Tests	☐	☑	☐	☑	☐	☐		☐	☐
	Maryland School Performance Assessment Program (MSPAP)	☐	☑	☐	☑	☐	☐		☐	☐
ME	Maine Educational Assessment	☑	☑	☑	☑	☑	☑		☐	☐
MI	Grade 4 and 7 Reading and Mathematics	☑	☑	☐	☐	☑	☐		☐	☑ Repeating of directions
	Grade 5 and 8 Science, Social Studies, and Writing	☑	☑	☐	☐	☑	☐		☐	☐

Question 3.5.5B Does the state permit LEAs to offer accommodations to LEP students on the assessments used for this component?

B. If Yes, what kind?

Presentation Format:

State	Component	Explanation of directions	Oral reading in English	Oral reading in native language	Person familiar to student administers test	Translation of directions	Translation of test into native language	Which languages?	Bilingual version of test (English and native language)	Other (Please specify)
MI	MEAP High School Test	☑	☑	☐	☐	☑	☐		☐	☐
MN	Basic Standards Tests	☑	☑	☑	☑	☑	☑	Span., Hmong, Viet., Somali	☑	☐
	Minnesota Comprehensive Assessments	☑	☑	☑	☑	☑	☑	Spanish, Hmong, Vietnamese, Somali	☑	☐
MO	MAP	☑	☑	☐	☑	☐	☐		☐	☑ Use of narrative language dictionary
MP	Stanford Achievement Test, Ninth Edition	☐	☐	☐	☐	☐	☐		☐	☐
MS	Career Planning and Assessment System	☑	☑	☐	☑	☑	☐		☐	☐
	Functional Literacy Examination	☐	☐	☐	☐	☐	☐		☐	☐
	Norm-Referenced Testing	☑	☑	☐	☑	☐	☐		☐	☐
MT	Student Assessment Requirement	☐	☐	☐	☐	☐	☐		☐	☐
NC	NC Annual Testing Program	☐	☑	☐	☑	☐	☐		☐	☐
	NC Testing Program - Competency Testing	☐	☑	☐	☑	☑	☐		☐	☐
	NC Tests of Computer Skills	☐	☑	☐	☑	☐	☐		☐	☐
	Norm-Referenced Testing Program	☐	☐	☐	☐	☐	☐		☐	☐
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☑	☐	☐	☐	☐	☐		☐	☑ Any accommodation can be used as long as it is stated in the student's written plan.
NE	No State Assessments 1999-2000	☐	☐	☐	☐	☐	☐		☐	☐

Question 3.5.5B Does the state permit LEAs to offer accommodations to LEP students on the assessments used for this component?

B. If Yes, what kind?

Presentation Format:

State	Component	Explanation of directions	Oral reading in English	Oral reading in native language	Person familiar to student administers test	Translation of directions	Translation of test into native language	Which languages?	Bilingual version of test (English and native language)	Other (Please specify)
NH	NH Educational Improvement and Assessment Program	☑	☐	☐	☑	☐	☐		☐	☐
NJ	Elementary School Proficiency Assessment	☐	☐	☐	☐	☑	☐		☐	☐
	Grade 11 High School Proficiency Test	☐	☐	☐	☐	☐	☐		☐	☐
	Grade Eight Proficiency Assessment	☐	☐	☐	☐	☑	☐		☐	☐
NM	NM Achievement Assessment	☐	☐	☐	☐	☐	☐		☐	☐
	NM High School Competency Exam	☐	☐	☐	☐	☐	☑	Spanish only	☐	☐
	NM Writing Assessment Program	☐	☐	☐	☐	☐	☐		☐	☐
	Reading Assessments for Grades 1 and 2	☐	☐	☐	☐	☐	☐		☐	☑ LEA determination
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	☑	☑	☐	☑	☐	☐		☐	☐
	High School Proficiency Examination	☑	☐	☐	☑	☐	☐		☐	☐
	Norm-Referenced Testing at Grades 4, 8, and 10	☑	☐	☐	☑	☐	☐		☐	☐
NY	New York State Testing Program	☑	☐	☐	☐	☑	☑	for math tests only - Chinese, Haitian Creole, Russian, Spanish	☐	☐

Question 3.5.5B Does the state permit LEAs to offer accommodations to LEP students on the assessments used for this component?

B. If Yes, what kind?

Presentation Format:

State	Component	Explanation of directions	Oral reading in English	Oral reading in native language	Person familiar to student administers test	Translation of directions	Translation of test into native language	Which languages?	Bilingual version of test (English and native language)	Other (Please specify)
NY	Occupational Education Proficiency Examinations	☐	☐	☑	☑	☑	☑	translation must be oral and arranged for by the school	☐	☐
	Program Evaluation Tests (PET)	☑	☐	☐	☐	☑	☑	Chinese, Haitian-Creole and Spanish	☐	☐
	Regents Competency Tests	☑	☐	☑	☑	☑	☑	Tests in Science, and Social Studies are translated into Chinese, French, Haitian Creole, Korean and Spanish. The test in math is translated into these same languages plus 23 others	☐	☐
	Regents Examination Program	☑	☐	☐	☑	☑	☑	Two mathematics Regents examinations are translated into Chinese, Haitian Creole, Korean, Russian and Spanish	☐	☐
	Second Language Proficiency Exams	☐	☐	☐	☐	☐	☐		☐	☐
OH	12th-Grade Proficiency Testing	☐	☐	☐	☐	☐	☐		☐	☐
	4th-Grade Proficiency Testing	☐	☐	☐	☐	☐	☐		☐	☐
	6th-Grade Proficiency Testing	☐	☐	☐	☐	☐	☐		☐	☐
	9th-Grade Proficiency Testing	☐	☐	☐	☐	☐	☐		☐	☐
OK	Oklahoma Core Curriculum Tests - Multiple Choice	☐	☑	☐	☐	☐	☐		☐	☐

Question 3.5.5B Does the state permit LEAs to offer accommodations to LEP students on the assessments used for this component?

B. If Yes, what kind?

Presentation Format:

State	Component	Explanation of directions	Oral reading in English	Oral reading in native language	Person familiar to student administers test	Translation of directions	Translation of test into native language	Which languages?	Bilingual version of test (English and native language)	Other (Please specify)
OK	Oklahoma Core Curriculum Tests - Writing	☐	☑	☐	☐	☐	☐		☐	☐
OR	Reading, Writing, Science, and Mathematics Assessment	☑	☑	☑	☑	☑	☐		☑	☐
PA	Reading, Mathematics	☑	☐	☐	☑	☑	☐		☐	☐
PR	Pruebas Puertorriqueñas de Competencias Escolares	☐	☐	☐	☐	☐	☐		☐	☐
RI	English Lang. Arts & Math Performance Assessment	☑	☑	☐	☑	☑	☐	Spanish for Math	☐	☐
	Health Education Performance Assessment	☑	☑	☑	☑	☑	☑	Spanish	☐	☐
	Writing Performance Assessment	☑	☑	☑	☑	☑	☑		☐	☐
SC	Criterion-Referenced Tests - BSAP - High School Exit Examination	☑	☑	☐	☑	☑	☐		☐	☑
	Criterion-Referenced Tests - PACT grades 3 - 8	☑	☑	☐	☐	☑	☐		☐	☐
	Criterion-Referenced Tests - Readiness Test	☐	☐	☐	☐	☐	☐		☐	☐
	Norm-Referenced Testing - TerraNova sample testing	☑	☐	☐	☑	☑	☐		☐	☐
SD	Stanford Achievement Test, Ninth Edition	☑	☑	☑	☑	☐	☐		☐	☐
	Stanford Writing Assessment Program, Third Edition	☑	☑	☑	☑	☐	☐		☐	☐
TN	Achievement Test (3-8)	☑	☑	☐	☑	☐	☐		☐	☐

Question 3.5.5B Does the state permit LEAs to offer accommodations to LEP students on the assessments used for this component?

B. If Yes, what kind?

Presentation Format:

State	Component	Explanation of directions	Oral reading in English	Oral reading in native language	Person familiar to student administers test	Translation of directions	Translation of test into native language	Which languages?	Bilingual version of test (English and native language)	Other (Please specify)
TN	Competency Test	☐	☐	☐	☐	☐	☐		☐	☐
	High School End of Course	☐	☐	☐	☐	☐	☐		☐	☐
	TCAP Writing Assessment (4, 7, 11)	☐	☐	☐	☐	☐	☐		☐	☐
TX	Reading Proficiency Tests in English (RPTE)	☑	☐	☐	☑	☑	☐		☐	☐
	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☑	☐	☐	☐	☑	☐		☐	☐
UT	Core Curriculum Testing (Perf. Assessment)	☐	☐	☐	☐	☐	☐		☐	☐
	Norm-Referenced Testing	☑	☐	☐	☐	☐	☐		☐	☐
	Utah Core Assessment CRT Program	☑	☑	☑	☑	☑	☑	Whatever language is required	☐	☐
VA	Standards of Learning (SOL) Assessment Program	☑	☑	☐	☐	☐	☐		☐	☐
	Virginia Literacy Testing Program	☐	☐	☐	☐	☐	☐		☐	☐
	Virginia State Assessment NRT Program	☑	☑	☐	☑	☐	☐		☐	☑ Testing under non-standard conditions is allowed. Types of accommodations are specified by the state.
VI	Terra Nova Assessments Series	☑	☑	☑	☐	☐	☑	Spanish	☑	☐
VT	Standard's Referenced Exams (NSRE)	☑	☑	☑	☑	☑	☑	Spanish version of Math test only	☐	☐
	Vermont Developmental Reading Assessment	☑	☐	☐	☑	☑	☐		☐	☐

Question 3.5.5B Does the state permit LEAs to offer accommodations to LEP students on the assessments used for this component?

B. If Yes, what kind?

Presentation Format:

State	Component	Explanation of directions	Oral reading in English	Oral reading in native language	Person familiar to student administers test	Translation of directions	Translation of test into native language	Which languages?	Bilingual version of test (English and native language)	Other (Please specify)
WA	Norm-Referenced Testing	☐	☐	☐	☑	☑	☐		☐	☐
	Second Grade Reading	☐	☐	☐	☐	☐	☐		☐	☐
	Washington Assessment of Student Learning	☑	☑	☐	☑	☑	☐		☐	☐
WI	Reading Comprehension	☐	☐	☐	☑	☐	☐		☐	☐
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☐	☑	☑	☑	☑	☐		☐	☑ Oral reading of questions and directions does not occur for reading/language test.
WV	ACT Explore	☑	☑	☐	☑	☐	☐		☐	☐
	ACT Work Keys	☐	☐	☐	☐	☐	☐		☐	☐
	National Assessment of Educational Progress	☑	☑	☐	☐	☐	☐		☐	☐
	Norm-referenced Test	☐	☐	☐	☐	☐	☐		☐	☐
	Writing Assessment	☐	☐	☐	☐	☐	☐		☐	☐
WY	Carl Perkins Assessment	☐	☐	☐	☐	☐	☐		☐	☐
	Wyoming Comprehensive Assessment System	☑	☑	☑	☐	☑	☐		☐	☐
	Totals by State	**30**	**28**	**13**	**33**	**21**	**10**		**4**	**11**
	Totals by Jurisdiction	**5**	**5**	**3**	**3**	**3**	**2**		**1**	**0**
	Total	**35**	**33**	**16**	**36**	**24**	**12**		**5**	**11**

Question 3.5.5B Does the state permit LEAs to offer accommodations to LEP students on the assessments used for this component?

B. If Yes, what Kind?

		Response Format:			Setting:			
State	Component	Allow student to respond in native lang.	Allow student to respond in native lang. and English	Other (Please specify)	Alone, in study carrel	Administer test in separate room	With small groups	Other (Please specify)
AK	California Achievement Test, fifth edition	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☐	☐	☐	☐	☐	☐
AL	Alabama Direct Assessment of Writing	☐	☐	☑ Typewriter or word processor.	☑	☑	☑	☑ SDE approval.
	Alabama Early Learning Inventory	☐	☐	☐	☑	☑	☐	☐
	Alabama High School Graduation Exam, Third Edition	☐	☐	☐	☑	☑	☑	☑ SDE approval; by student's ESL teacher
	Alabama Reading Assessment: Grade 1	☐	☐	☐	☑	☑	☐	☐
	Alabama Reading Assessment: Grade 2	☐	☐	☐	☑	☑	☐	☐
	Stanford Achievement Test, 9th edition	☐	☐	☐	☑	☑	☑	☐
AR	Criterion-Referenced Testing	☐	☐	☐	☑	☑	☑	☐
	Norm-Referenced Testing	☐	☐	☐	☐	☐	☐	☐
AS	Stanford Achievement Test Ninth Edition	☐	☐	☐	☐	☑	☑	☐
AZ	CRT: Arizona's Instrument to Measure Standards (AIMS)	☐	☐	☐	☑	☑	☑	☐
	NRT: Stanford Achievement Test, Ninth Edition	☐	☐	☐	☑	☑	☑	☐
CA	Assessments in Career Education	☐	☐	☐	☐	☐	☐	☐
	CHSPE	☐	☐	☐	☐	☐	☐	☐
	GED	☐	☐	☐	☐	☐	☐	☐
	Golden State Exams	☐	☑	☑ Above Except English, written composition and there is a scorer.	☐	☐	☐	☐
	Physical Fitness Test	☐	☐	☐	☐	☐	☐	☐

Question 3.5.5B Does the state permit LEAs to offer accommodations to LEP students on the assessments used for this component?

B. If Yes, what Kind?

		Response Format:			Setting:			
State	Component	Allow student to respond in native lang.	Allow student to respond in native lang. and English	Other (Please specify)	Alone, in study carrel	Administer test in separate room	With small groups	Other (Please specify)
CA	Standardized Testing and Reporting Program (STAR)	☐	☐	☐	☑	☑	☑	☐
CO	Reading, Writing, Mathematics, and Science	☑	☐	☐	☑	☑	☑	☐
CT	Connecticut Academic Performance Test (CAPT)	☐	☐	☐	☑	☑	☑	☐
	Connecticut Mastery Test (CMT)	☐	☐	☐	☑	☑	☑	☐
DC	Stanford Achievement Tests-Ninth Edition	☐	☐	☐	☑	☑	☑	☑ Preferential seating
DE	Delaware Student Testing Program - Mathematics NRT	☑	☑	☐	☑	☑	☑	☐
	Delaware Student Testing Program - Reading NRT	☑	☑	☐	☑	☑	☑	☐
	Delaware Student Testing Program - Science 8 & 11	☑	☑	☐	☑	☑	☑	☐
	Delaware Student Testing Program - Social Studies 8 & 11	☑	☑	☐	☑	☑	☑	☐
	Delaware Student Testing Program - Standards-Based Mathematics	☑	☑	☐	☑	☑	☑	☐
	Delaware Student Testing Program - Standards-Based Reading	☐	☐	☐	☑	☑	☑	☐
	Delaware Student Testing Program - Standards-Based Writing	☐	☐	☐	☑	☑	☑	☐
DoDEA	CTB TerraNova Multiple Assessment	☐	☐	☐	☑	☑	☑	☐
FL	No Response to 1999-2000 Survey	☐	☐	☐	☐	☐	☐	☐
GA	Criterion-Referenced Competency Tests (CRCT)	☐	☐	☐	☐	☐	☐	☐

Question 3.5.5B Does the state permit LEAs to offer accommodations to LEP students on the assessments used for this component?

B. If Yes, what Kind?

		Response Format:			Setting:			
State	Component	Allow student to respond in native lang.	Allow student to respond in native lang. and English	Other (Please specify)	Alone, in study carrel	Administer test in separate room	With small groups	Other (Please specify)
GA	Georgia High School Graduation Tests (GHSGT)	☐	☐	☐	☑	☑	☑	☐
	Georgia Kindergarten Assessment Program-Revised (GKAP-R)	☐	☐	☑ Point to answers	☑	☑	☑	☐
	Iowa Tests of Basic Skills	☐	☐	☐	☐	☐	☐	☐
	Writing Test	☐	☐	☐	☐	☐	☐	☐
GU	SAT9 Norm-Referenced Test	☐	☐	☐	☐	☐	☑	☐
HI	Stanford Achievement Test 9th Ed. Abbreviated	☐	☐	☐	☐	☐	☐	☐
IA	Standardized Testing ITBS and ITED	☐	☐	☑ Depends on Needs	☐	☐	☐	☑ Depends on Needs
ID	Math Assessment	☐	☐	☐	☑	☑	☑	☐
	Norm-Referenced Test	☐	☐	☐	☑	☑	☑	☐
	Writing Assessment	☐	☐	☐	☐	☐	☐	☐
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	☐	☐	☐	☐	☐	☐	☐
IN	Statewide Assessment	☐	☐	☐	☐	☐	☐	☐
KS	Kansas Assessment Program	☐	☐	☐	☑	☑	☑	☑
KY	Alternate Portfolio	☐	☐	☑ With indications of need and if instructionally consistent.	☐	☐	☐	☑ With indications of need and if instructionally consistent.
	KCCT On-Demand	☐	☐	☑ With indications of need and if instructionally consistent.	☐	☐	☐	☑ With indications of need and if instructionally consistent.
	National Norm-Referenced Test	☐	☐	☐ With indications of need and if instructionally consistent.	☐	☐	☐	☑ With indications of need and if instructionally consistent
	Writing Portfolio Assessment	☐	☐	☑ With indications of need and if instructionally consistent.	☐	☐	☐	☑ With indication of need and if instructionally consistent
LA	Graduation Exit Examination (GEE)	☐	☐	☐	☑	☑	☑	☐
	LEAP 21 Grades 4, 8	☐	☐	☐	☑	☑	☑	☐

Question 3.5.5B Does the state permit LEAs to offer accommodations to LEP students on the assessments used for this component?

B. If Yes, what Kind?

		Response Format:			Setting:			
State	Component	Allow student to respond in native lang.	Allow student to respond in native lang. and English	Other (Please specify)	Alone, in study carrel	Administer test in separate room	With small groups	Other (Please specify)
LA	The Iowa Tests, Complete Battery	☐	☐	☐	☑	☑	☑	☐
MA	Massachusetts Comprehensive Assessment System (MCAS)	☐	☐	☐	☐	☑	☑	☐
MD	High School Assessments	☐	☐	☐	☑	☑	☑	☐
	Maryland Functional Tests	☐	☐	☐	☑	☑	☑	☐
	Maryland School Performance Assessment Program (MSPAP)	☐	☐	☐	☑	☑	☑	☐
ME	Maine Educational Assessment	☐	☐	☐	☑	☑	☑	☐
MI	Grade 4 and 7 Reading and Mathematics	☐	☐	☐	☑	☑	☑	☐
	Grade 5 and 8 Science, Social Studies, and Writing	☐	☐	☐	☑	☑	☑	☐
	MEAP High School Test	☐	☐	☐	☑	☑	☑	☐
MN	Basic Standards Tests	☑	☑	☐	☑	☑	☑	☐
	Minnesota Comprehensive Assessments	☑	☑	☐	☑	☑	☑	☐
MO	MAP	☐	☐	☑ Native Language Dictionary	☑	☑	☑	☐
MP	Stanford Achievement Test, Ninth Edition	☐	☐	☐	☐	☐	☐	☐
MS	Career Planning and Assessment System	☐	☐	☐	☑	☑	☑	☐
	Functional Literacy Examination	☐	☐	☐	☑	☑	☑	☐
	Norm-Referenced Testing	☐	☐	☐	☑	☑	☑	☐
MT	Student Assessment Requirement	☐	☐	☐	☐	☐	☐	☐
NC	NC Annual Testing Program	☐	☐	☐	☑	☑	☑	☐
	NC Testing Program - Competency Testing	☐	☐	☐	☑	☑	☑	☐
	NC Tests of Computer Skills	☐	☐	☐	☑	☑	☑	☐

Question 3.5.5B Does the state permit LEAs to offer accommodations to LEP students on the assessments used for this component?

B. If Yes, what Kind?

		Response Format:			Setting:			
State	Component	Allow student to respond in native lang.	Allow student to respond in native lang. and English	Other (Please specify)	Alone, in study carrel	Administer test in separate room	With small groups	Other (Please specify)
NC	Norm-Referenced Testing Program	☐	☐	☐	☐	☐	☐	☐
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☐	☐	☑ Any accommodation can be used provided it is stated in the written plan.	☐	☐	☐	☑ Any accommodation can be used provided it is stated in the written plan.
NE	No State Assessments 1999-2000	☐	☐	☐	☐	☐	☐	☐
NH	NH Educational Improvement and Assessment Program	☐	☐	☐	☑	☑	☑	☐
NJ	Elementary School Proficiency Assessment	☐	☐	☐	☐	☑	☑	☐
	Grade 11 High School Proficiency Test	☐	☐	☐	☐	☐	☐	☐
	Grade Eight Proficiency Assessment	☐	☐	☐	☐	☑	☑	☐
NM	NM Achievement Assessment	☐	☐	☐	☐	☐	☐	☐
	NM High School Competency Exam	☐	☐	☐	☐	☐	☐	☐
	NM Writing Assessment Program	☐	☐	☑ Spanish	☐	☐	☐	☐
	Reading Assessments for Grades 1 and 2	☐	☐	☑ LEA determination	☐	☐	☐	☑ LEA determination
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	☐	☐	☐	☑	☑	☑	☐
	High School Proficiency Examination	☐	☐	☐	☑	☑	☑	☐
	Norm-Referenced Testing at Grades 4, 8, and 10	☐	☐	☐	☑	☑	☑	☐
NY	New York State Testing Program	☑	☑	☐	☑	☑	☑	☐
	Occupational Education Proficiency Examinations	☑	☑	☐	☑	☑	☑	☐

Question 3.5.5B Does the state permit LEAs to offer accommodations to LEP students on the assessments used for this component?

B. If Yes, what Kind?

State	Component	Response Format: Allow student to respond in native lang.	Allow student to respond in native lang. and English	Other (Please specify)	Setting: Alone, in study carrel	Administer test in separate room	With small groups	Other (Please specify)
NY	Program Evaluation Tests (PET)	☐	☐	☐	☑	☑	☑	☐
	Regents Competency Tests	☑	☑	☐	☑	☑	☑	☐
	Regents Examination Program	☐	☐	☐	☑	☑	☑	☐
	Second Language Proficiency Exams	☐	☐	☐	☐	☐	☐	☐
OH	12th-Grade Proficiency Testing	☐	☐	☐	☐	☐	☐	☐
	4th-Grade Proficiency Testing	☐	☐	☐	☐	☐	☐	☐
	6th-Grade Proficiency Testing	☐	☐	☐	☐	☐	☐	☐
	9th-Grade Proficiency Testing	☐	☐	☐	☐	☐	☐	☐
OK	Oklahoma Core Curriculum Tests - Multiple Choice	☐	☐	☐	☑	☑	☑	☐
	Oklahoma Core Curriculum Tests - Writing	☐	☐	☐	☑	☑	☑	☐
OR	Reading, Writing, Science, and Mathematics Assessment	☑	☐	☐	☑	☑	☑	☐
PA	Reading, Mathematics	☐	☐	☐	☑	☑	☑	☐
PR	Pruebas Puertorriqueñas de Competencias Escolares	☐	☐	☐	☐	☐	☐	☐
RI	English Lang. Arts & Math Performance Assessment	☐	☐	☐	☑	☑	☑	☐
	Health Education Performance Assessment	☑	☐	☐	☑	☑	☑	☐
	Writing Performance Assessment	☐	☐	☐	☑	☑	☑	☐
SC	Criterion-Referenced Tests - BSAP - High School Exit Examination	☐	☐	☑ all final responses must be written by the student in English	☑	☑	☑	☐
	Criterion-Referenced Tests - PACT grades 3 - 8	☐	☐	☐	☑	☑	☑	☐

Question 3.5.5B Does the state permit LEAs to offer accommodations to LEP students on the assessments used for this component?

B. If Yes, what Kind?

		Response Format:			Setting:			
State	Component	Allow student to respond in native lang.	Allow student to respond in native lang. and English	Other (Please specify)	Alone, in study carrel	Administer test in separate room	With small groups	Other (Please specify)
SC	Criterion-Referenced Tests - Readiness Test	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing - TerraNova sample testing	☐	☐	☐	☑	☑	☑	☐
SD	Stanford Achievement Test, Ninth Edition	☐	☐	☐	☑	☑	☑	☐
	Stanford Writing Assessment Program, Third Edition	☐	☐	☐	☑	☑	☑	☐
TN	Achievement Test (3-8)	☐	☐	☐	☑	☑	☑	☐
	Competency Test	☐	☐	☐	☑	☑	☑	☐
	High School End of Course	☐	☐	☐	☑	☑	☑	☐
	TCAP Writing Assessment (4, 7, 11)	☐	☐	☐	☑	☑	☑	☐
TX	Reading Proficiency Tests in English (RPTE)	☐	☐	☐	☑	☑	☑	☐
	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☐	☐	☐	☑	☑	☑	☐
UT	Core Curriculum Testing (Perf. Assessment)	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☑	☑	☐	☐	☐	☑	☐
	Utah Core Assessment CRT Program	☑	☑	☐	☐	☐	☑	☐
VA	Standards of Learning (SOL) Assessment Program	☐	☐	☑ Mark in test booklet	☑	☑	☑	☐
	Virginia Literacy Testing Program	☐	☐	☐	☐	☐	☐	☐
	Virginia State Assessment NRT Program	☐	☐	☐	☑	☑	☑	☐
VI	Terra Nova Assessments Series	☑	☑	☐	☐	☑	☑	☐

Question 3.5.5B Does the state permit LEAs to offer accommodations to LEP students on the assessments used for this component?

B. If Yes, what Kind?

		Response Format:			Setting:			
State	Component	Allow student to respond in native lang.	Allow student to respond in native lang. and English	Other (Please specify)	Alone, in study carrel	Administer test in separate room	With small groups	Other (Please specify)
VT	Standard's Referenced Exams (NSRE)	☑	☑	☐	☑	☑	☑	☐
	Vermont Developmental Reading Assessment	☐	☐	☐	☑	☑	☐	☐
WA	Norm-Referenced Testing	☐	☐	☐	☑	☑	☑	☐
	Second Grade Reading	☐	☐	☐	☐	☐	☐	☐
	Washington Assessment of Student Learning	☐	☐	☐	☑	☑	☑	☐
WI	Reading Comprehension	☐	☐	☐	☑	☑	☑	☐
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☐	☐	☐	☑	☑	☑	☐
WV	ACT Explore	☐	☐	☐	☑	☑	☑	☐
	ACT Work Keys	☐	☐	☐	☐	☐	☐	☐
	National Assessment of Educational Progress	☐	☐	☐	☑	☑	☑	☐
	Norm-referenced Test	☐	☐	☐	☐	☐	☐	☐
	Writing Assessment	☐	☐	☐	☐	☐	☐	☐
WY	Carl Perkins Assessment	☐	☐	☐	☐	☐	☐	☐
	Wyoming Comprehensive Assessment System	☐	☐	☐ same as for students with disabilities	☑	☑	☑	☐
	Totals by State	8	6	10	35	37	38	6
	Totals by Jurisdiction	1	1	0	2	4	5	1
	Total	9	7	10	37	41	43	7

Question 3.5.5B Does the state permit LEAs to offer accommodations to LEP students on the assessments used for this component?

B. If Yes, what kind?

		Timing/Scheduling:					Other Accomodations:				
State	Component	Extended testing time (same day)	More breaks	Extending sessions over multiple days	Other	(Please specify)	Out-of-level testing	Use of word lists/ dictionaries	Use of technology	Other	(Please specify)
AK	California Achievement Test, fifth edition	☐	☐	☐	☐		☐	☐	☐	☐	
	Norm-Referenced Testing	☐	☐	☐	☐		☐	☐	☐	☐	
AL	Alabama Direct Assessment of Writing	☑	☐	☐	☑	SDE approval; Best time of day	☐	☑	☐	☐	
	Alabama Early Learning Inventory	☑	☑	☑	☐		☐	☐	☐	☐	
	Alabama High School Graduation Exam, Third Edition	☑	☑	☑	☑	SDE approval; best time of the day	☐	☑	☐	☐	
	Alabama Reading Assessment: Grade 1	☑	☑	☑	☐		☐	☐	☐	☐	
	Alabama Reading Assessment: Grade 2	☑	☑	☑	☐		☐	☐	☐	☐	
	Stanford Achievement Test, 9th edition	☐	☐	☐	☐		☐	☐	☐	☐	
AR	Criterion-Referenced Testing	☑	☑	☐	☐		☐	☐	☐	☐	
	Norm-Referenced Testing	☐	☐	☐	☐		☐	☐	☐	☐	
AS	Stanford Achievement Test Ninth Edition	☑	☐	☐	☐		☐	☐	☐	☐	
AZ	CRT: Arizona's Instrument to Measure Standards (AIMS)	☑	☑	☐	☐		☐	☑	☐	☑	use of technology
	NRT: Stanford Achievement Test, Ninth Edition	☐	☐	☐	☐		☐	☑	☐	☐	
CA	Assessments in Career Education	☐	☐	☐	☐		☐	☐	☐	☐	
	CHSPE	☐	☐	☐	☐		☐	☐	☐	☐	

Question 3.5.5B Does the state permit LEAs to offer accommodations to LEP students on the assessments used for this component?

B. If Yes, what kind?

		Timing/Scheduling:				Other Accomodations:			
State	Component	Extended testing time (same day)	More breaks	Extending sessions over multiple days	Other (Please specify)	Out-of-level testing	Use of word lists/ dictionaries	Use of technology	Other (Please specify)
CA	GED	☐	☐	☐	☐	☐	☐	☐	☐
	Golden State Exams	☐	☐	☐	☐	☐	☐	☐	☐
	Physical Fitness Test	☐	☐	☐	☐	☐	☐	☐	☐
	Standardized Testing and Reporting Program (STAR)	☐	☐	☐	☐	☐	☐	☐	☐
CO	Reading, Writing, Mathematics, and Science	☑	☑	☐	☐	☐	☐	☐	☐
CT	Connecticut Academic Performance Test (CAPT)	☑	☐	☐	☐	☐	☐	☐	☐
	Connecticut Mastery Test (CMT)	☑	☐	☐	☐	☐	☐	☐	☐
DC	Stanford Achievement Tests- Ninth Edition	☑	☑	☑	☐	☐	☐	☐	☐
DE	Delaware Student Testing Program - Mathematics NRT	☑	☑	☐	☐	☐	☑	☐	☐
	Delaware Student Testing Program - Reading NRT	☐	☐	☐	☐	☐	☑	☐	☐
	Delaware Student Testing Program - Science 8 & 11	☑	☑	☐	☐	☐	☑	☐	☐
	Delaware Student Testing Program - Social Studies 8 & 11	☑	☑	☐	☐	☐	☑	☐	☐
	Delaware Student Testing Program - Standards-Based Mathematics	☑	☑	☐	☐	☐	☑	☐	☐
	Delaware Student Testing Program - Standards-Based Reading	☑	☑	☐	☐	☐	☑	☐	☐

Question 3.5.5B Does the state permit LEAs to offer accommodations to LEP students on the assessments used for this component?

B. If Yes, what kind?

		Timing/Scheduling:					Other Accomodations:				
State	Component	Extended testing time (same day)	More breaks	Extending sessions over multiple days	Other	(Please specify)	Out-of-level testing	Use of word lists/ dictionaries	Use of technology	Other	(Please specify)
DE	Delaware Student Testing Program - Standards-Based Writing	☑	☑	☐	☐		☐	☑	☐	☐	
DoDEA	CTB TerraNova Multiple Assessment	☑	☑	☑	☐		☐	☐	☐	☐	
FL	No Response to 1999-2000 Survey	☐	☐	☐	☐		☐	☐	☐	☐	
GA	Criterion-Referenced Competency Tests (CRCT)	☐	☐	☐	☐		☐	☐	☐	☐	
	Georgia High School Graduation Tests (GHSGT)	☑	☑	☐	☐		☐	☐	☐	☐	
	Georgia Kindergarten Assessment Program-Revised (GKAP-R)	☑	☑	☑	☐		☐	☐	☑	☐	
	Iowa Tests of Basic Skills	☐	☐	☐	☐		☐	☐	☐	☐	
	Writing Test	☐	☐	☐	☐		☐	☐	☐	☐	
GU	SAT9 Norm-Referenced Test	☑	☐	☐	☐		☐	☐	☐	☐	
HI	Stanford Achievement Test 9th Ed. Abbreviated	☐	☐	☐	☐		☐	☐	☐	☐	
IA	Standardized Testing ITBS and ITED	☐	☐	☐	☑	Depends on Needs	☐	☐	☐	☐	Depends on Needs
ID	Math Assessment	☐	☐	☐	☐		☐	☐	☐	☐	
	Norm-Referenced Test	☐	☑	☑	☐		☐	☐	☐	☐	
	Writing Assessment	☐	☐	☐	☐		☐	☐	☐	☐	
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	☐	☐	☐	☐		☐	☐	☐	☐	

Question 3.5.5B Does the state permit LEAs to offer accommodations to LEP students on the assessments used for this component?

B. If Yes, what kind?

		Timing/Scheduling:				Other Accomodations:			
State	Component	Extended testing time (same day)	More breaks	Extending sessions over multiple days	Other (Please specify)	Out-of-level testing	Use of word lists/ dictionaries	Use of technology	Other (Please specify)
IN	Statewide Assessment	☐	☐	☐	☐	☐	☐	☐	☐
KS	Kansas Assessment Program	☑	☑	☑	☐	☐	☑	☐	☐
KY	Alternate Portfolio	☐	☐	☐	☑ With indications of need and if instructionally consistent.	☐	☐	☐	☑ With indications of need and if instructionally consistent.
	KCCT On-Demand	☐	☐	☐	☑ With indications of need and if instructionally consistent.	☐	☐	☐	☑ With indications of need and if instructionally consistent.
	National Norm-Referenced Test	☐	☐	☐	☑ With indications of need and if instructionally consistent.	☐	☐	☐	☑ With indications of need and if instructionally consistent.
	Writing Portfolio Assessment	☐	☐	☐	☑ With indications of need and if instructionally consistent.	☐	☐	☐	☑ With indications of need and if instructionally consistent.
LA	Graduation Exit Examination (GEE)	☑	☑	☑	☐	☐	☐	☐	☐
	LEAP 21 Grades 4, 8	☑	☑	☑	☐	☐	☑	☐	☐
	The Iowa Tests, Complete Battery	☐	☐	☐	☐	☐	☐	☐	☐
MA	Massachusetts Comprehensive Assessment System (MCAS)	☐	☐	☐	☐	☐	☐	☐	☐
MD	High School Assessments	☑	☑	☑	☐	☐	☑	☑	☑ Bilingual dictionary
	Maryland Functional Tests	☑	☑	☑	☐	☐	☑	☑	☑ Bilingual dictionary
	Maryland School Performance Assessment Program (MSPAP)	☑	☑	☑	☐	☐	☑	☐	☑ Bilingual dictionary
ME	Maine Educational Assessment	☑	☑	☑	☐	☑	☑	☑	☐
MI	Grade 4 and 7 Reading and Mathematics	☑	☑	☐	☐	☐	☑	☐	☐
	Grade 5 and 8 Science, Social Studies, and Writing	☑	☑	☐	☐	☐	☑	☐	☐

Question 3.5.5B Does the state permit LEAs to offer accommodations to LEP students on the assessments used for this component?

B. If Yes, what kind?

State	Component	Timing/Scheduling: Extended testing time (same day)	More breaks	Extending sessions over multiple days	Other	(Please specify)	Other Accomodations: Out-of-level testing	Use of word lists/ dictionaries	Use of technology	Other	(Please specify)
MI	MEAP High School Test	☑	☑	☐	☐		☐	☑	☐	☐	
MN	Basic Standards Tests	☑	☑	☐	☐		☐	☐	☐	☐	
	Minnesota Comprehensive Assessments	☑	☑	☐	☐		☐	☐	☐	☐	
MO	MAP	☑	☐	☑	☐		☐	☑	☐	☐	
MP	Stanford Achievement Test, Ninth Edition	☐	☐	☐	☐		☐	☐	☐	☐	
MS	Career Planning and Assessment System	☐	☑	☐	☐		☐	☑	☑	☐	
	Functional Literacy Examination	☐	☐	☐	☐		☐	☐	☐	☐	
	Norm-Referenced Testing	☐	☐	☐	☐		☐	☐	☐	☐	
MT	Student Assessment Requirement	☐	☐	☐	☐		☐	☐	☐	☐	
NC	NC Annual Testing Program	☑	☑	☑	☐		☐	☑	☑	☐	
	NC Testing Program - Competency Testing	☑	☑	☑	☐		☐	☑	☑	☐	
	NC Tests of Computer Skills	☑	☐	☑	☐		☐	☐	☑	☐	
	Norm-Referenced Testing Program	☐	☐	☐	☐		☐	☐	☐	☐	
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☐	☐	☐	☑	Any accommodation can be used provided that it is stated in the student's written plan.	☐	☐	☐	☑	Any accommodation can be used provided it is stated in the student's written plan.
NE	No State Assessments 1999-2000	☐	☐	☐	☐		☐	☐	☐	☐	
NH	NH Educational Improvement and Assessment Program	☑	☑	☑	☐		☐	☑	☐	☐	

Question 3.5.5B Does the state permit LEAs to offer accommodations to LEP students on the assessments used for this component?

B. If Yes, what kind?

State	Component	Timing/Scheduling:				Other Accomodations:			
		Extended testing time (same day)	More breaks	Extending sessions over multiple days	Other (Please specify)	Out-of-level testing	Use of word lists/ dictionaries	Use of technology	Other (Please specify)
NJ	Elementary School Proficiency Assessment	☑	☐	☐	☐	☐	☑	☐	☐
	Grade 11 High School Proficiency Test	☐	☐	☐	☐	☐	☐	☐	☐
	Grade Eight Proficiency Assessment	☑	☐	☐	☐	☐	☑	☐	☐
NM	NM Achievement Assessment	☐	☐	☐	☐	☐	☐	☐	☐
	NM High School Competency Exam	☐	☐	☐	☐	☐	☐	☐	☐
	NM Writing Assessment Program	☐	☐	☐	☐	☐	☐	☐	☐
	Reading Assessments for Grades 1 and 2	☐	☐	☐	☑ LEA determination	☐	☐	☐	☑ LEA determination
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	☑	☑	☐	☐	☐	☐	☐	☑ Use of bilingual dictionaries only at grades 4 and 8
	High School Proficiency Examination	☑	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing at Grades 4, 8, and 10	☑	☐	☐	☐	☐	☐	☐	☐
NY	New York State Testing Program	☑	☐	☐	☐	☐	☐	☐	☑ Use of bilingual glossary for Mathematics tests only
	Occupational Education Proficiency Examinations	☐	☐	☐	☐	☐	☐	☐	☑ bilingual glossaries are permitted
	Program Evaluation Tests (PET)	☐	☐	☐	☐	☐	☐	☐	☐

Question 3.5.5B Does the state permit LEAs to offer accommodations to LEP students on the assessments used for this component?

B. If Yes, what kind?

		Timing/Scheduling:				Other Accomodations:			
State	Component	Extended testing time (same day)	More breaks	Extending sessions over multiple days	Other (Please specify)	Out-of-level testing	Use of word lists/ dictionaries	Use of technology	Other (Please specify)
NY	Regents Competency Tests	☐	☐	☐	☐	☐	☐	☐	☑ Use of bilingual glossary for tests in content areas other than ELA
	Regents Examination Program	☑	☐	☐	☐	☐	☐	☐	☑ Use of bilingual glossaries
	Second Language Proficiency Exams	☐	☐	☐	☐	☐	☐	☐	☐
OH	12th-Grade Proficiency Testing	☑	☐	☐	☐	☐	☑	☐	☐
	4th-Grade Proficiency Testing	☑	☐	☐	☐	☐	☑	☐	☐
	6th-Grade Proficiency Testing	☑	☐	☐	☐	☐	☑	☐	☐
	9th-Grade Proficiency Testing	☑	☐	☐	☐	☐	☑	☐	☐
OK	Oklahoma Core Curriculum Tests - Multiple Choice	☐	☐	☐	☐	☐	☐	☐	☐
	Oklahoma Core Curriculum Tests - Writing	☐	☐	☐	☐	☐	☐	☐	☐
OR	Reading, Writing, Science, and Mathematics Assessment	☑	☑	☑	☐	☐	☑	☐	☐
PA	Reading, Mathematics	☑	☑	☑	☐	☐	☐	☑	☐
PR	Pruebas Puertorriqueñas de Competencias Escolares	☐	☐	☐	☐	☐	☐	☐	☐
RI	English Lang. Arts & Math Performance Assessment	☑	☑	☑	☐	☐	☐	☐	☐
	Health Education Performance Assessment	☑	☑	☑	☐	☐	☐	☐	☐
	Writing Performance Assessment	☑	☑	☑	☐	☐	☐	☐	☐

Question 3.5.5B Does the state permit LEAs to offer accommodations to LEP students on the assessments used for this component?

B. If Yes, what kind?

State	Component	Timing/Scheduling:				Other Accomodations:			
		Extended testing time (same day)	More breaks	Extending sessions over multiple days	Other (Please specify)	Out-of-level testing	Use of word lists/ dictionaries	Use of technology	Other (Please specify)
SC	Criterion-Referenced Tests - BSAP - High School Exit Examination	☑	☑	☐	☐	☐	☐	☐	☑ alternate scoring
	Criterion-Referenced Tests - PACT grades 3 - 8	☑	☑	☐	☐	☐	☑	☐	☑ Alternate scoring of writing test.
	Criterion-Referenced Tests - Readiness Test	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing - TerraNova sample testing	☐	☐	☐	☐	☐	☐	☐	☐
SD	Stanford Achievement Test, Ninth Edition	☑	☑	☑	☐	☐	☐	☐	☐
	Stanford Writing Assessment Program, Third Edition	☑	☑	☑	☐	☐	☐	☐	☐
TN	Achievement Test (3-8)	☐	☐	☐	☐	☐	☐	☐	☐
	Competency Test	☑	☑	☑	☐	☐	☐	☐	☐
	High School End of Course	☐	☐	☐	☐	☐	☐	☐	☐
	TCAP Writing Assessment (4, 7, 11)	☐	☐	☐	☐	☐	☐	☐	☐
TX	Reading Proficiency Tests in English (RPTE)	☐	☑	☐	☑ RPTE tests are untimed.	☐	☐	☐	☐
	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☑	☑	☐	☑ All TAAS tests are untimed.	☐	☐	☑	☑ Large print, Braille
UT	Core Curriculum Testing (Perf. Assessment)	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☑	☑	☐	☐	☐	☐	☐

Question 3.5.5B Does the state permit LEAs to offer accommodations to LEP students on the assessments used for this component?

B. If Yes, what kind?

State	Component	Timing/Scheduling:				Other Accomodations:			
		Extended testing time (same day)	More breaks	Extending sessions over multiple days	Other (Please specify)	Out-of-level testing	Use of word lists/ dictionaries	Use of technology	Other (Please specify)
UT	Utah Core Assessment CRT Program	☑	☑	☐	☐	☐	☑	☑	☐
VA	Standards of Learning (SOL) Assessment Program	☐	☐	☐	☐	☐	☐	☐	☑ Bilingual dictionary
	Virginia Literacy Testing Program	☐	☐	☐	☐	☐	☐	☐	☐
	Virginia State Assessment NRT Program	☑	☑	☐	☐	☐	☑	☐	☐
VI	Terra Nova Assessments Series	☑	☐	☑	☐	☐	☑	☐	☐
VT	Standard's Referenced Exams (NSRE)	☑	☑	☑	☐	☐	☑	☑	☐
	Vermont Developmental Reading Assessment	☑	☑	☑	☐	☐	☐	☐	☐
WA	Norm-Referenced Testing	☐	☑	☑	☐	☐	☐	☐	☐
	Second Grade Reading	☐	☐	☐	☐	☐	☐	☐	☐
	Washington Assessment of Student Learning	☑	☑	☑	☐	☐	☑	☐	☐
WI	Reading Comprehension	☑	☑	☑	☐	☐	☐	☐	☐
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☑	☑	☑	☐	☐	☑	☐	☐
WV	ACT Explore	☑	☐	☐	☐	☑	☐	☐	☐
	ACT Work Keys	☐	☐	☐	☐	☐	☐	☐	☐
	National Assessment of Educational Progress	☑	☐	☐	☐	☑	☐	☐	☐
	Norm-referenced Test	☐	☐	☐	☐	☐	☐	☐	☐

Question 3.5.5B

Does the state permit LEAs to offer accommodations to LEP students on the assessments used for this component?

B. If Yes, what kind?

		Timing/Scheduling:				Other Accomodations:			
State	Component	Extended testing time (same day)	More breaks	Extending sessions over multiple days	Other (Please specify)	Out-of-level testing	Use of word lists/ dictionaries	Use of technology	Other (Please specify)
WV	Writing Assessment	☐	☐	☐	☐	☐	☐	☐	☐
WY	Carl Perkins Assessment	☐	☐	☐	☐	☐	☐	☐	☐
	Wyoming Comprehensive Assessment System	☑	☑	☑	☐	☐	☐	☐	☐
	Totals by State	34	30	20	6	2	21	9	10
	Totals by Jurisdiction	5	2	3	0	0	1	0	0
	Total	39	32	23	6	2	22	9	10

Question 3.5.6 Were alternate assessments (assessments that replace the regular ones) available for LEP students for whom the regular assessment, even with accommodations, was not appropriate?

Question 3.5.7 What initiatives (policy, standards, assessments, or research) are under way to develop alternate assessments for LEP students?

State	Component	Yes	No	If yes, please describe	Question 3.5.7 Response
AK	California Achievement Test, fifth edition	☐	☑		
	Norm-Referenced Testing	☐	☑		
AL	Alabama Direct Assessment of Writing	☑	☐	Determined by LEP committee	
	Alabama Early Learning Inventory	☑	☐	Determined by LEP committee	
	Alabama High School Graduation Exam, Third Edition	☐	☑		
	Alabama Reading Assessment: Grade 1	☑	☐	Determined by LEP committee	
	Alabama Reading Assessment: Grade 2	☑	☐	Determined by LEP committee	
	Stanford Achievement Test, 9th edition	☑	☐	Determined locally by LEP committee.	
AR	Criterion-Referenced Testing	☐	☑		Committee of teachers are advising ADE on the development of an alternate portfolio assessment for LEP
	Norm-Referenced Testing	☐	☑		Committee is currently developing an alternate assessment for LEP
AS	Stanford Achievement Test Ninth Edition	☐	☑		
AZ	CRT: Arizona's Instrument to Measure Standards (AIMS)	☐	☑		None
	NRT: Stanford Achievement Test, Ninth Edition	☐	☑		None
CA	Assessments in Career Education	☐	☑		None, presently
	CHSPE	☐	☐		
	GED	☐	☐	N/A	N/A
	Golden State Exams	☐	☑		

Question 3.5.6 Were alternate assessments (assessments that replace the regular ones) available for LEP students for whom the regular assessment, even with accommodations, was not appropriate?

Question 3.5.7 What initiatives (policy, standards, assessments, or research) are under way to develop alternate assessments for LEP students?

State	Component	Yes	No	If yes, please describe	Question 3.5.7 Response
CA	Physical Fitness Test	☐	☑		none
	Standardized Testing and Reporting Program (STAR)	☐	☑		LEP students enrolled fewer than 12 months (Spanish speaking) were tested also with a primary language test. A test of English language development is to be implemented in 2001.
CO	Reading, Writing, Mathematics, and Science	☐	☑		
CT	Connecticut Academic Performance Test (CAPT)	☐	☑		
	Connecticut Mastery Test (CMT)	☐	☑		
DC	Stanford Achievement Tests- Ninth Edition	☑	☐	Bilingual program piloted a portfolio system.	Bilingual assessment matrix will be refined and integrated into the state level program as an alternative assessment once alternate assessment is developed.
DE	Delaware Student Testing Program - Mathematics NRT	☐	☑		ICAS grant to develop alternate assessments
	Delaware Student Testing Program - Reading NRT	☐	☑		ICAS grant to develop such assessments
	Delaware Student Testing Program - Science 8 & 11	☐	☑		
	Delaware Student Testing Program - Social Studies 8 & 11	☐	☑		
	Delaware Student Testing Program - Standards-Based Mathematics	☐	☑		ICAS grant to develop alternate assessments
	Delaware Student Testing Program - Standards-Based Reading	☐	☑		ICAS grant to develop such assessments
	Delaware Student Testing Program - Standards-Based Writing	☐	☑		ICAS grant to develop alternative assessments
DoDEA	CTB TerraNova Multiple Assessment	☐	☑		DoDEA has developed an alternate assessment with a consultant. Administration of a pilot version of the alternate assessment on a voluntary basis in SY00-01
FL	No Response to 1999-2000 Survey	☐	☐		

Question 3.5.6 Were alternate assessments (assessments that replace the regular ones) available for LEP students for whom the regular assessment, even with accommodations, was not appropriate?

Question 3.5.7 What initiatives (policy, standards, assessments, or research) are under way to develop alternate assessments for LEP students?

State	Component	Yes	No	If yes, please describe	Question 3.5.7 Response
GA	Criterion-Referenced Competency Tests (CRCT)	☐	☑		No plans for alternate assessment for LEP students; the state includes the population in all pilot and field tests; items are developed and reviewed for language accessibility.
	Georgia High School Graduation Tests (GHSGT)	☐	☑		None
	Georgia Kindergarten Assessment Program-Revised (GKAP-R)	☐	☑		Testing of LEP students will be accomplished through accommodations, not alternate assessments.
	Iowa Tests of Basic Skills	☐	☑		
	Writing Test	☐	☑		None
GU	SAT9 Norm-Referenced Test	☐	☑		None
HI	Stanford Achievement Test 9th Ed. Abbreviated	☐	☑		None
IA	Standardized Testing ITBS and ITED	☐	☐	Local decision regarding appropriateness	None at this time
ID	Math Assessment	☐	☑		None
	Norm-Referenced Test	☐	☑		
	Writing Assessment	☐	☑		None
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	☑	☐	IMAGE test (Illinois Measure of Annual Growth in English).	Include mathematics into IMAGE (the test for LEP students)
IN	Statewide Assessment	☐	☑		Piloting a "gap" assessment that could be used as an adjunct to the required state test, and allow tracking of progress toward meeting state standards.
KS	Kansas Assessment Program	☐	☐		We are exploring options for translations of assessment as well as reduced-language assessments.
KY	Alternate Portfolio	☑	☐	Yes, if student qualifies for the Alternate Portfolio Program.	None at this time. Alternate Portfolio in place since 1993.
	KCCT On-Demand	☑	☐	Only if the student is qualified for the Alternate Portfolio Program.	None at this time.
	National Norm-Referenced Test	☐	☑		None at this time

Question 3.5.6 Were alternate assessments (assessments that replace the regular ones) available for LEP students for whom the regular assessment, even with accommodations, was not appropriate?

Question 3.5.7 What initiatives (policy, standards, assessments, or research) are under way to develop alternate assessments for LEP students?

State	Component	Yes	No	If yes, please describe	Question 3.5.7 Response
KY	Writing Portfolio Assessment	☑	☐	Only if the student is qualified for the Alternate Portfolio Program.	None at this time.
LA	Graduation Exit Examination (GEE)	☐	☑		
	LEAP 21 Grades 4, 8	☐	☑		None, at this time.
	The Iowa Tests, Complete Battery	☐	☑		None, at this time.
MA	Massachusetts Comprehensive Assessment System (MCAS)	☐	☑		We have a Spanish-English version of the test for Spanish speaking students who have been in U.S. schools for fewer than three years. Limited English proficient students with significant disabilities who are on IEPs can take the MCAS alternate assessment.
MD	High School Assessments	☐	☑		None
	Maryland Functional Tests	☐	☑		None
	Maryland School Performance Assessment Program (MSPAP)	☐	☑		None
ME	Maine Educational Assessment	☐	☑		
MI	Grade 4 and 7 Reading and Mathematics	☐	☑		None at this time.
	Grade 5 and 8 Science, Social Studies, and Writing	☐	☑		None
	MEAP High School Test	☐	☑		None
MN	Basic Standards Tests	☑	☐	Piloting a test for emerging English Language Learners. Test will be implemented in October 2001.	We are developing a test for LEP students called the Test of Academic Language designed to be used as an alternative to the statewide accountability tests for the first three years a student is in the US.
	Minnesota Comprehensive Assessments	☐	☑		Developing a reading and writing list for students to measure emerging academic literacy.
MO	MAP	☐	☑		
MP	Stanford Achievement Test, Ninth Edition	☐	☐		

Question 3.5.6 Were alternate assessments (assessments that replace the regular ones) available for LEP students for whom the regular assessment, even with accommodations, was not appropriate?

Question 3.5.7 What initiatives (policy, standards, assessments, or research) are under way to develop alternate assessments for LEP students?

State	Component	Yes	No	If yes, please describe	Question 3.5.7 Response
MS	Career Planning and Assessment System	☐	☑		
	Functional Literacy Examination	☐	☑		
	Norm-Referenced Testing	☐	☑		
MT	Student Assessment Requirement	☑	☐	Local districts are to provide an alternate assessment if an LEP student is not taking the regular test.	The same initiative that is underway with the special education students.
NC	NC Annual Testing Program	☐	☑	LEAs were required to administer an alternate assessment when students were exempt from the statewide assessment program.	Plans are to make tests more accessible so that students can be included in statewide assessment as early as possible.
	NC Testing Program - Competency Testing	☐	☑	None	None, at this time.
	NC Tests of Computer Skills	☐	☑		None
	Norm-Referenced Testing Program	☐	☑		None
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☐	☑		
NE	No State Assessments 1999-2000	☑	☐	Guidelines and suggestions for alternate assessments were provided.	
NH	NH Educational Improvement and Assessment Program	☐	☑		
NJ	Elementary School Proficiency Assessment	☑	☐	Alternate assessments could include: 1) Native language achievement tests; 2) Teacher-made and criteria-referenced tests in the native language; 3) Assessments made with the assistance of an individual proficient in the student's native language; 4) Assessment in the English language administered under the supervision of a certified teacher or guidance counselor; 5) Performance assessment; and/or 6) writing samples and other classroom work from the student.	With the ESPA, the LEP students were allowed accommodations (modifications such as extended time, translated directing, small group administration, bilingual dictionaries).

Question 3.5.6 Were alternate assessments (assessments that replace the regular ones) available for LEP students for whom the regular assessment, even with accommodations, was not appropriate?

Question 3.5.7 What initiatives (policy, standards, assessments, or research) are under way to develop alternate assessments for LEP students?

State	Component	Yes	No	If yes, please describe	Question 3.5.7 Response
NJ	Grade 11 High School Proficiency Test	☑	☐	There is an SRA available for students in their native language if they meet certain criteria (time in US, score, or Maculatis Assessment Program). The HSPT is not available in any language other than English.	With the new testing program, the HSPA, LEP students will be allowed accommodations (modifications such as extended time, translated directions, small group administration, bilingual dictionaries).
	Grade Eight Proficiency Assessment	☑	☐	Alternate assessments could include: 1) Native language achievement tests; 2) Teacher-made and criteria-referenced tests in the native language; 3) Assessments made with the assistance of an individual proficient in the student's native language; 4) Assessment in the English language administered under the supervision of a certified teacher or guidance counselor; 5) Performance assessment; and/or 6) writing samples and other classroom work from the student.	With the GEPA, the LEP students were allowed accommodations (modifications such as extended time, translated directing, small group administration, bilingual dictionaries).
NM	NM Achievement Assessment	☑	☐	SEA allows LEAs to utilize appropriate alternative assessments for LEP students.	Statewide Review during 1998-99
	NM High School Competency Exam	☑	☐	Spanish language form of exam is offered.	Statewide review during 1998-99.
	NM Writing Assessment Program	☑	☐	LEAs could administer alternative writing assessments as appropriate for LEP students.	Statewide review during 1998-99.
	Reading Assessments for Grades 1 and 2	☑	☐	Local determination.	Statewide review during 1998 - 1999.
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	☑	☐	A language acquisition skills test is currently provided for ELL students and testing is dependent on "LAS" performance. LAS serves as required assessment if student does not qualify to take the writing test.	A statewide LEP advisory group has been formed through Department of Education initiative.
	High School Proficiency Examination	☐	☑		None
	Norm-Referenced Testing at Grades 4, 8, and 10	☑	☐	A Language Acquisition Skills test is provided for ESL students and testing - participation with TerraNova is dependent on "LAS" performances. LAS serves as required test if minimum level to take Terra Nova is not demonstrated.	Statewide LEP advisory group established on initiative of the Department of Education
NY	New York State Testing Program	☑	☐	Schools must provide an alternative assessment to LEP students who are exempt from these tests.	

Question 3.5.6 Were alternate assessments (assessments that replace the regular ones) available for LEP students for whom the regular assessment, even with accommodations, was not appropriate?

Question 3.5.7 What initiatives (policy, standards, assessments, or research) are under way to develop alternate assessments for LEP students?

State	Component	Yes	No	If yes, please describe	Question 3.5.7 Response
NY	Occupational Education Proficiency Examinations	☐	☑		
	Program Evaluation Tests (PET)	☐	☑		
	Regents Competency Tests	☑	☐	To meet the Regents Competency Tests (RCT) in Reading and the RCT in Writing requirement, students entering a US School after the end of grade 8 could take the Native Language Writing Test. These assessments were available only to such students who first entered grade 9 prior to September 1996.	
	Regents Examination Program	☐	☑		
	Second Language Proficiency Exams	☐	☑		
OH	12th-Grade Proficiency Testing	☐	☑		None
	4th-Grade Proficiency Testing	☐	☑		None
	6th-Grade Proficiency Testing	☐	☑		None
	9th-Grade Proficiency Testing	☐	☑		None
OK	Oklahoma Core Curriculum Tests - Multiple Choice	☐	☑		Policy change in State Testing Rules; LEP students may be exempt for only one full academic year; LEP students may be provided accommodations; Students for whom state assessments are deemed inappropriate by the district will be provided an alternate assessment by the district.
	Oklahoma Core Curriculum Tests - Writing	☐	☑		
OR	Reading, Writing, Science, and Mathematics Assessment	☐	☑	(The "side-by-side" format of the assessment is considered Standard Administration, so it is not an alternate assessment.)	Assessments are being developed that will allow students to take assessments appropriate to their educational level in either the academic area or in life skills.
PA	Reading, Mathematics	☐	☑		The PASA (Pennsylvania Alternate System of Assessment) will be available for appropriate students in 2000-2001
PR	Pruebas Puertorriqueñas de Competencias Escolares	☐	☑		
RI	English Lang. Arts & Math Performance Assessment	☐	☑		A statewide English language proficiency assessment is planned for the very few exempted under new guidelines.

Question 3.5.6 Were alternate assessments (assessments that replace the regular ones) available for LEP students for whom the regular assessment, even with accommodations, was not appropriate?

Question 3.5.7 What initiatives (policy, standards, assessments, or research) are under way to develop alternate assessments for LEP students?

State	Component	Yes	No	If yes, please describe	Question 3.5.7 Response
RI	Health Education Performance Assessment	☐	☑		A statewide English language proficiency assessment is planned for the very few exempted under new guidelines.
	Writing Performance Assessment	☐	☑		A statewide English language proficiency assessment is planned for the very few exempted under new guidelines.
SC	Criterion-Referenced Tests - BSAP - High School Exit Examination	☐	☑		none
	Criterion-Referenced Tests - PACT grades 3 - 8	☐	☑		none
	Criterion-Referenced Tests - Readiness Test	☐	☑		Not Applicable
	Norm-Referenced Testing - TerraNova sample testing	☐	☑		none
SD	Stanford Achievement Test, Ninth Edition	☐	☑		None at this time
	Stanford Writing Assessment Program, Third Edition	☐	☑		None at this time
TN	Achievement Test (3-8)	☑	☐	To measure English language proficiency there are five recommended tests	
	Competency Test	☐	☑		
	High School End of Course	☐	☑		
	TCAP Writing Assessment (4, 7, 11)	☐	☑		
TX	Reading Proficiency Tests in English (RPTE)	☑	☐	This is an alternate assessment for LEP students during period they are eligible for exemption from regular state assessments.	The Reading Proficiency Tests in English (RPTE) were benchmarked in spring 2000.
	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☑	☐	Exempted students (those who do not take TAAS in English or Spanish) take alternative assessments from an extensive list of state-approved tests.	The reading proficiency tests in English (RPTE) will be benchmarked in spring 2000.
UT	Core Curriculum Testing (Perf. Assessment)	☐	☐	NA	NA

Question 3.5.6 Were alternate assessments (assessments that replace the regular ones) available for LEP students for whom the regular assessment, even with accommodations, was not appropriate?

Question 3.5.7 What initiatives (policy, standards, assessments, or research) are under way to develop alternate assessments for LEP students?

State	Component	Yes	No	If yes, please describe	Question 3.5.7 Response
UT	Norm-Referenced Testing	☐	☑		None
	Utah Core Assessment CRT Program	☐	☑		Current development projects include development of a portion of some tests in Spanish.
VA	Standards of Learning (SOL) Assessment Program	☐	☑		None
	Virginia Literacy Testing Program	☐	☑		
	Virginia State Assessment NRT Program	☐	☑		None
VI	Terra Nova Assessments Series	☑	☐	IDEA Oral Diagnostic test provides data on student preparedness.	State plan is being adopted to ensure that LEPs are provided with other alternate assessments that parallel component assessment.
VT	Standard's Referenced Exams (NSRE)	☑	☐	lower levels of the tests	Investigation into formal assessment of Eng. Language proficiency; development of a Communication Skills Portfolio
	Vermont Developmental Reading Assessment	☐	☑		investigation into formal assessment of Eng. Language proficiency
WA	Norm-Referenced Testing	☐	☑		
	Second Grade Reading	☐	☑		
	Washington Assessment of Student Learning	☐	☑		
WI	Reading Comprehension	☑	☐	Alternate assessments are standards-based and locally developed.	None at the present time. However, in the fall of 1999, DPII published a Guide Book for facilitating standards-based assessments.
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☑	☐	Districts are required to offer their own alternate assessments to LEP students in skill areas not tested on state exams.	The Department has published alternate performance indicators and support materials to assist in the assessment of LEP students who do not participate in the state adopted/developed tests.
WV	ACT Explore	☐	☑		Only one /alternate Assessment is available at this time.
	ACT Work Keys	☐	☑		None
	National Assessment of Educational Progress	☐	☑		An Alternate Assessment was implemented in 2000-01. Prior to this time, counties selected an instrument for the alternate assessment.

Question 3.5.6 Were alternate assessments (assessments that replace the regular ones) available for LEP students for whom the regular assessment, even with accommodations, was not appropriate?

Question 3.5.7 What initiatives (policy, standards, assessments, or research) are under way to develop alternate assessments for LEP students?

State	Component	Yes	No	If yes, please describe	Question 3.5.7 Response
WV	Norm-referenced Test	☐	☑		None.
	Writing Assessment	☐	☑		None
WY	Carl Perkins Assessment	☐	☑		Alternate assessments are under development.
	Wyoming Comprehensive Assessment System	☑	☐	The Spanish version of the norm-referenced component was available.	We will be analyzing the LEP data after this administration to find the most appropriate methods for including all students. For the 2001-2002 school year, LEP students will be expected to participate in the assessment system if they have been in the United States for at least one year, not two as had previously been the case.
	Totals by State	15	40		
	Totals by Jurisdiction	2	4		
	Total	17	44		

Question 3.5.8 **Were scores from accommodated LEP students (those who took the regular assessments with accommodations) reported for the assessments used in this component? If yes, how were those scores reported?**

State	Component	Yes	No	Reported to teacher and parents only	Included in summary reports in aggregate	Included in summary reports, but disaggregated	Included in summary reports in aggregate, but also disaggregated in a separate section
AK	California Achievement Test, fifth edition	☐	☑	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☐	☐	☐	☐	☐
AL	Alabama Direct Assessment of Writing	☑	☐	☐	☑	☐	☐
	Alabama Early Learning Inventory	☑	☐	☑	☑	☐	☐
	Alabama High School Graduation Exam, Third Edition	☑	☐	☐	☑	☐	☐
	Alabama Reading Assessment: Grade 1	☑	☐	☑	☐	☐	☐
	Alabama Reading Assessment: Grade 2	☑	☐	☑	☐	☐	☐
	Stanford Achievement Test, 9th edition	☑	☐	☐	☑	☐	☐
AR	Criterion-Referenced Testing	☑	☐	☑	☐	☑	☐
	Norm-Referenced Testing	☑	☐	☑	☐	☑	☐
AS	Stanford Achievement Test Ninth Edition	☑	☐	☐	☐	☐	☑
AZ	CRT: Arizona's Instrument to Measure Standards (AIMS)	☑	☐	☑	☐	☐	☐
	NRT: Stanford Achievement Test, Ninth Edition	☑	☐	☑	☑	☐	☐
CA	Assessments in Career Education	☐	☑	☐	☐	☐	☐
	CHSPE	☐	☐	☐	☐	☐	☐
	GED	☑	☐	☐	☑	☐	☐
	Golden State Exams	☐	☑	☐	☐	☐	☐
	Physical Fitness Test	☐	☐	☐	☐	☐	☐
	Standardized Testing and Reporting Program (STAR)	☑	☐	☑	☐	☐	☑
CO	Reading, Writing, Mathematics, and Science	☑	☐	☐	☐	☑	☐
CT	Connecticut Academic Performance Test (CAPT)	☑	☐	☐	☐	☐	☑
	Connecticut Mastery Test (CMT)	☑	☐	☐	☐	☐	☑
DC	Stanford Achievement Tests- Ninth Edition	☑	☐	☑	☐	☑	☐
DE	Delaware Student Testing Program - Mathematics NRT	☑	☐	☑	☐	☐	☐
	Delaware Student Testing Program - Reading NRT	☑	☐	☑	☐	☐	☐
	Delaware Student Testing Program - Science 8 & 11	☑	☐	☑	☐	☐	☐
	Delaware Student Testing Program - Social Studies 8 & 11	☑	☐	☑	☐	☐	☐

Question 3.5.8 Were scores from accommodated LEP students (those who took the regular assessments with accommodations) reported for the assessments used in this component? If yes, how were those scores reported?

State	Component	Yes	No	Reported to teacher and parents only	Included in summary reports in aggregate	Included in summary reports, but disaggregated	Included in summary reports in aggregate, but also disaggregated in a separate section
DE	Delaware Student Testing Program - Standards-Based Mathematics	☑	☐	☑	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Reading	☑	☐	☑	☐	☐	☑
	Delaware Student Testing Program - Standards-Based Writing	☑	☐	☑	☐	☐	☑
DoDEA	CTB TerraNova Multiple Assessment	☑	☐	☑	☐	☑	☑
FL	No Response to 1999-2000 Survey	☐	☐	☐	☐	☐	☐
GA	Criterion-Referenced Competency Tests (CRCT)	☐	☑	☐	☐	☐	☐
	Georgia High School Graduation Tests (GHSGT)	☑	☐	☐	☐	☑	☐
	Georgia Kindergarten Assessment Program-Revised (GKAP-R)	☑	☐	☐	☑	☐	☑
	Iowa Tests of Basic Skills	☐	☐	☐	☐	☐	☐
	Writing Test	☑	☐	☐	☐	☐	☑
GU	SAT9 Norm-Referenced Test	☑	☐	☐	☐	☐	☑
HI	Stanford Achievement Test 9th Ed. Abbreviated	☐	☑	☐	☐	☐	☐
IA	Standardized Testing ITBS and ITED	☑	☐	☐	☐	☐	☑
ID	Math Assessment	☑	☐	☐	☐	☐	☑
	Norm-Referenced Test	☑	☐	☐	☑	☐	☑
	Writing Assessment	☐	☐	☐	☐	☐	☐
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	☐	☑	☐	☐	☐	☐
IN	Statewide Assessment	☐	☐	☐	☐	☐	☐
KS	Kansas Assessment Program	☑	☐	☐	☐	☐	☑
KY	Alternate Portfolio	☑	☐	☑	☑	☐	☐
	KCCT On-Demand	☑	☐	☑	☑	☑	☐
	National Norm-Referenced Test	☑	☐	☑	☑	☐	☐
	Writing Portfolio Assessment	☑	☐	☑	☑	☑	☐
LA	Graduation Exit Examination (GEE)	☑	☐	☐	☐	☐	☑
	LEAP 21 Grades 4, 8	☑	☐	☐	☐	☐	☑
	The Iowa Tests, Complete Battery	☑	☐	☐	☐	☐	☑
MA	Massachusetts Comprehensive Assessment System (MCAS)	☑	☐	☐	☑	☐	☐
MD	High School Assessments	☐	☐	☐	☐	☐	☐
	Maryland Functional Tests	☑	☐	☐	☑	☐	☐
	Maryland School Performance Assessment Program (MSPAP)	☑	☐	☐	☑	☐	☐
ME	Maine Educational Assessment	☑	☐	☑	☐	☐	☑
MI	Grade 4 and 7 Reading and Mathematics	☑	☐	☐	☑	☐	☐

Question 3.5.8 Were scores from accommodated LEP students (those who took the regular assessments with accommodations) reported for the assessments used in this component? If yes, how were those scores reported?

State	Component	Yes	No	Reported to teacher and parents only	Included in summary reports in aggregate	Included in summary reports, but disaggregated	Included in summary reports in aggregate, but also disaggregated in a separate section
MI	Grade 5 and 8 Science, Social Studies, and Writing	☑	☐	☐	☑	☐	☐
	MEAP High School Test	☑	☐	☐	☑	☐	☐
MN	Basic Standards Tests	☑	☐	☐	☑	☐	☑
	Minnesota Comprehensive Assessments	☑	☐	☐	☑	☐	☑
MO	MAP	☑	☐	☐	☐	☐	☑
MP	Stanford Achievement Test, Ninth Edition	☐	☑	☐	☐	☐	☐
MS	Career Planning and Assessment System	☑	☐	☐	☑	☐	☐
	Functional Literacy Examination	☑	☐	☐	☑	☐	☐
	Norm-Referenced Testing	☑	☐	☐	☐	☐	☑
MT	Student Assessment Requirement	☐	☑	☐	☐	☐	☐
NC	NC Annual Testing Program	☑	☐	☐	☑	☐	☑
	NC Testing Program - Competency Testing	☑	☐	☑	☑	☑	☑
	NC Tests of Computer Skills	☑	☐	☐	☑	☐	☑
	Norm-Referenced Testing Program	☐	☑	☐	☐	☐	☐
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☑	☐	☐	☑	☐	☐
NE	No State Assessments 1999-2000	☐	☐	☐	☐	☐	☐
NH	NH Educational Improvement and Assessment Program	☑	☐	☐	☑	☐	☐
NJ	Elementary School Proficiency Assessment	☑	☐	☐	☐	☑	☐
	Grade 11 High School Proficiency Test	☐	☐	☐	☐	☐	☐
	Grade Eight Proficiency Assessment	☑	☐	☐	☐	☑	☐
NM	NM Achievement Assessment	☑	☐	☑	☐	☐	☐
	NM High School Competency Exam	☑	☐	☐	☐	☑	☐
	NM Writing Assessment Program	☑	☐	☐	☑	☐	☐
	Reading Assessments for Grades 1 and 2	☑	☐	☑	☐	☐	☐
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	☑	☐	☐	☑	☐	☐
	High School Proficiency Examination	☑	☐	☐	☐	☐	☑
	Norm-Referenced Testing at Grades 4, 8, and 10	☑	☐	☐	☑	☐	☐
NY	New York State Testing Program	☑	☐	☐	☑	☐	☐
	Occupational Education Proficiency Examinations	☑	☐	☐	☑	☐	☐

Question 3.5.8 Were scores from accommodated LEP students (those who took the regular assessments with accommodations) reported for the assessments used in this component? If yes, how were those scores reported?

State	Component	Yes	No	Reported to teacher and parents only	Included in summary reports in aggregate	Included in summary reports, but disaggregated	Included in summary reports in aggregate, but also disaggregated in a separate section
NY	Program Evaluation Tests (PET)	☑	☐	☐	☑	☐	☐
	Regents Competency Tests	☑	☐	☐	☐	☑	☐
	Regents Examination Program	☑	☐	☐	☑	☐	☐
	Second Language Proficiency Exams	☑	☐	☐	☑	☐	☐
OH	12th-Grade Proficiency Testing	☑	☐	☐	☑	☐	☐
	4th-Grade Proficiency Testing	☑	☐	☐	☑	☑	☐
	6th-Grade Proficiency Testing	☑	☐	☐	☑	☑	☐
	9th-Grade Proficiency Testing	☑	☐	☐	☑	☐	☐
OK	Oklahoma Core Curriculum Tests - Multiple Choice	☑	☐	☑	☑	☐	☐
	Oklahoma Core Curriculum Tests - Writing	☑	☐	☑	☑	☐	☐
OR	Reading, Writing, Science, and Mathematics Assessment	☑	☐	☐	☐	☐	☑
PA	Reading, Mathematics	☑	☐	☑	☐	☐	☑
PR	Pruebas Puertorriqueñas de Competencias Escolares	☐	☑	☐	☐	☐	☐
RI	English Lang. Arts & Math Performance Assessment	☑	☐	☐	☑	☐	☐
	Health Education Performance Assessment	☑	☐	☐	☑	☐	☐
	Writing Performance Assessment	☑	☐	☐	☑	☐	☐
SC	Criterion-Referenced Tests - BSAP - High School Exit Examination	☑	☐	☐	☐	☐	☑
	Criterion-Referenced Tests - PACT grades 3 - 8	☑	☐	☐	☐	☐	☑
	Criterion-Referenced Tests - Readiness Test	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing - TerraNova sample testing	☑	☐	☐	☑	☐	☐
SD	Stanford Achievement Test, Ninth Edition	☐	☑	☐	☐	☐	☐
	Stanford Writing Assessment Program, Third Edition	☐	☑	☐	☐	☐	☐
TN	Achievement Test (3-8)	☑	☐	☐	☑	☐	☑
	Competency Test	☑	☐	☐	☑	☐	☐
	High School End of Course	☑	☐	☐	☑	☐	☐
	TCAP Writing Assessment (4, 7, 11)	☑	☐	☐	☑	☐	☐
TX	Reading Proficiency Tests in English (RPTE)	☑	☐	☐	☑	☐	☐
	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☑	☐	☑	☑	☑	☑

Question 3.5.8 **Were scores from accommodated LEP students (those who took the regular assessments with accommodations) reported for the assessments used in this component? If yes, how were those scores reported?**

State	Component	Yes	No	Reported to teacher and parents only	Included in summary reports in aggregate	Included in summary reports, but disaggregated	Included in summary reports in aggregate, but also disaggregated in a separate section
UT	Core Curriculum Testing (Perf. Assessment)	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☑	☐	☑	☐	☐	☑
	Utah Core Assessment CRT Program	☑	☐	☑	☐	☐	☐
VA	Standards of Learning (SOL) Assessment Program	☑	☐	☐	☐	☐	☑
	Virginia Literacy Testing Program	☐	☐	☐	☐	☐	☐
	Virginia State Assessment NRT Program	☑	☐	☐	☐	☐	☑
VI	Terra Nova Assessments Series	☐	☑	☐	☐	☐	☐
VT	Standard's Referenced Exams (NSRE)	☑	☐	☐	☐	☐	☑
	Vermont Developmental Reading Assessment	☑	☐	☐	☑	☐	☐
WA	Norm-Referenced Testing	☑	☐	☐	☑	☐	☐
	Second Grade Reading	☐	☑	☐	☐	☐	☐
	Washington Assessment of Student Learning	☑	☐	☐	☐	☐	☑
WI	Reading Comprehension	☑	☐	☐	☐	☐	☑
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☑	☐	☐	☐	☐	☑
WV	ACT Explore	☑	☐	☐	☑	☐	☐
	ACT Work Keys	☐	☑	☐	☐	☐	☐
	National Assessment of Educational Progress	☑	☐	☐	☐	☑	☐
	Norm-referenced Test	☐	☑	☐	☐	☐	☐
	Writing Assessment	☐	☑	☐	☐	☐	☐
WY	Carl Perkins Assessment	☑	☐	☐	☑	☑	☐
	Wyoming Comprehensive Assessment System	☑	☐	☐	☐	☐	☑
	Totals by State	**42**	**10**	**13**	**27**	**12**	**25**
	Totals by Jurisdiction	**4**	**3**	**2**	**0**	**2**	**3**
	Total	**46**	**13**	**15**	**27**	**14**	**28**

Question 3.5.9 Were scores from LEP students who took alternate assessments reported for the assessments used in this component? If yes, how were those scores reported?

State	Component	Yes	No	No alternate assessment	Parents only	Included in summary reports in aggregate	Included in summary reports, but disaggregated	Included in summary reports in aggregate, but also disaggregated in a separate section
AK	California Achievement Test, fifth edition	☐	☐	☑	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☐	☑	☐	☐	☐	☐
AL	Alabama Direct Assessment of Writing	☐	☑	☐	☐	☐	☐	☐
	Alabama Early Learning Inventory	☐	☑	☐	☐	☐	☐	☐
	Alabama High School Graduation Exam, Third Edition	☐	☑	☐	☐	☐	☐	☐
	Alabama Reading Assessment: Grade 1	☐	☑	☐	☐	☐	☐	☐
	Alabama Reading Assessment: Grade 2	☐	☑	☐	☐	☐	☐	☐
	Stanford Achievement Test, 9th edition	☐	☑	☐	☐	☐	☐	☐
AR	Criterion-Referenced Testing	☑	☐	☐	☑	☐	☑	☐
	Norm-Referenced Testing	☐	☑	☐	☐	☐	☐	☐
AS	Stanford Achievement Test Ninth Edition	☐	☑	☐	☐	☐	☐	☐
AZ	CRT: Arizona's Instrument to Measure Standards (AIMS)	☐	☐	☑	☐	☐	☐	☐
	NRT: Stanford Achievement Test, Ninth Edition	☐	☐	☑	☐	☐	☐	☐
CA	Assessments in Career Education	☐	☐	☑	☐	☐	☐	☐
	CHSPE	☐	☐	☐	☐	☐	☐	☐
	GED	☐	☐	☐	☐	☐	☐	☐
	Golden State Exams	☐	☐	☑	☐	☐	☐	☐
	Physical Fitness Test	☐	☐	☑	☐	☐	☐	☐
	Standardized Testing and Reporting Program (STAR)	☐	☑	☐	☐	☐	☐	☐
CO	Reading, Writing, Mathematics, and Science	☐	☑	☐	☐	☐	☐	☐
CT	Connecticut Academic Performance Test (CAPT)	☐	☐	☑	☐	☐	☐	☐
	Connecticut Mastery Test (CMT)	☐	☐	☑	☐	☐	☐	☐
DC	Stanford Achievement Tests- Ninth Edition	☑	☐	☐	☐	☐	☑	☐
DE	Delaware Student Testing Program - Mathematics NRT	☐	☑	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Reading NRT	☐	☑	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Science 8 & 11	☐	☑	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Social Studies 8 & 11	☐	☑	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Mathematics	☐	☑	☐	☐	☐	☐	☐

Question 3.5.9 Were scores from LEP students who took alternate assessments reported for the assessments used in this component? If yes, how were those scores reported?

State	Component	Yes	No	No alternate assessment	Parents only	Included in summary reports in aggregate	Included in summary reports, but disaggregated	Included in summary reports in aggregate, but also disaggregated in a separate section
DE	Delaware Student Testing Program - Standards-Based Reading	☐	☑	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Writing	☐	☑	☐	☐	☐	☐	☐
DoDEA	CTB TerraNova Multiple Assessment	☐	☑	☐	☐	☐	☐	☐
FL	No Response to 1999-2000 Survey	☐	☐	☐	☐	☐	☐	☐
GA	Criterion-Referenced Competency Tests (CRCT)	☐	☑	☐	☐	☐	☐	☐
	Georgia High School Graduation Tests (GHSGT)	☐	☑	☐	☐	☐	☐	☐
	Georgia Kindergarten Assessment Program-Revised (GKAP-R)	☐	☐	☑	☐	☐	☐	☐
	Iowa Tests of Basic Skills	☐	☐	☑	☐	☐	☐	☐
	Writing Test	☐	☐	☑	☐	☐	☐	☐
GU	SAT9 Norm-Referenced Test	☐	☑	☐	☐	☐	☐	☐
HI	Stanford Achievement Test 9th Ed. Abbreviated	☐	☑	☐	☐	☐	☐	☐
IA	Standardized Testing ITBS and ITED	☐	☑	☐	☐	☐	☐	☐
ID	Math Assessment	☐	☑	☐	☐	☐	☐	☐
	Norm-Referenced Test	☐	☑	☐	☐	☐	☐	☐
	Writing Assessment	☐	☑	☐	☐	☐	☐	☐
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	☐	☑	☐	☐	☐	☐	☐
IN	Statewide Assessment	☐	☐	☑	☐	☐	☐	☐
KS	Kansas Assessment Program	☐	☐	☐	☐	☐	☐	☐
KY	Alternate Portfolio	☑	☐	☐	☑	☑	☐	☑
	KCCT On-Demand	☐	☑	☐	☐	☐	☐	☐
	National Norm-Referenced Test	☐	☑	☐	☐	☐	☐	☐
	Writing Portfolio Assessment	☑	☐	☐	☑	☑	☐	☑
LA	Graduation Exit Examination (GEE)	☐	☐	☑	☐	☐	☐	☐
	LEAP 21 Grades 4, 8	☐	☐	☑	☐	☐	☐	☐
	The Iowa Tests, Complete Battery	☐	☐	☑	☐	☐	☐	☐
MA	Massachusetts Comprehensive Assessment System (MCAS)	☐	☑	☑	☐	☐	☐	☐
MD	High School Assessments	☐	☐	☑	☐	☐	☐	☐
	Maryland Functional Tests	☐	☐	☑	☐	☐	☐	☐
	Maryland School Performance Assessment Program (MSPAP)	☐	☐	☑	☐	☐	☐	☐
ME	Maine Educational Assessment	☐	☑	☐	☐	☐	☐	☐
MI	Grade 4 and 7 Reading and Mathematics	☐	☑	☐	☐	☐	☐	☐
	Grade 5 and 8 Science, Social Studies, and Writing	☐	☑	☐	☐	☐	☐	☐
	MEAP High School Test	☐	☑	☐	☐	☐	☐	☐

Question 3.5.9 Were scores from LEP students who took alternate assessments reported for the assessments used in this component? If yes, how were those scores reported?

State	Component	Yes	No	No alternate assessment	Parents only	Included in summary reports in aggregate	Included in summary reports, but disaggregated	Included in summary reports in aggregate, but also disaggregated in a separate section
MN	Basic Standards Tests	☐	☑	☐	☐	☐	☐	☐
	Minnesota Comprehensive Assessments	☐	☑	☐	☐	☐	☐	☐
MO	MAP	☐	☐	☑	☐	☐	☐	☐
MP	Stanford Achievement Test, Ninth Edition	☐	☑	☐	☐	☐	☐	☐
MS	Career Planning and Assessment System	☐	☑	☐	☐	☐	☐	☐
	Functional Literacy Examination	☐	☐	☑	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☐	☑	☐	☐	☐	☐
MT	Student Assessment Requirement	☐	☑	☐	☐	☐	☐	☐
NC	NC Annual Testing Program	☐	☑	☐	☐	☐	☐	☐
	NC Testing Program - Competency Testing	☐	☑	☐	☐	☐	☐	☐
	NC Tests of Computer Skills	☐	☑	☐	☐	☐	☐	☐
	Norm-Referenced Testing Program	☐	☑	☐	☐	☐	☐	☐
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☐	☑	☐	☐	☐	☐	☐
NE	No State Assessments 1999-2000	☐	☐	☐	☐	☐	☐	☐
NH	NH Educational Improvement and Assessment Program	☐	☐	☑	☐	☐	☐	☐
NJ	Elementary School Proficiency Assessment	☐	☑	☐	☐	☐	☐	☐
	Grade 11 High School Proficiency Test	☐	☑	☐	☐	☐	☐	☐
	Grade Eight Proficiency Assessment	☐	☑	☐	☐	☐	☐	☐
NM	NM Achievement Assessment	☐	☑	☐	☐	☐	☐	☐
	NM High School Competency Exam	☐	☑	☐	☐	☐	☐	☐
	NM Writing Assessment Program	☑	☐	☐	☐	☑	☐	☐
	Reading Assessments for Grades 1 and 2	☑	☐	☐	☑	☐	☐	☐
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	☐	☑	☐	☐	☐	☐	☐
	High School Proficiency Examination	☐	☐	☑	☐	☐	☐	☐
	Norm-Referenced Testing at Grades 4, 8, and 10	☐	☑	☐	☐	☐	☐	☐
NY	New York State Testing Program	☑	☐	☐	☐	☐	☑	☐
	Occupational Education Proficiency Examinations	☐	☐	☑	☐	☐	☐	☐
	Program Evaluation Tests (PET)	☐	☑	☐	☐	☐	☐	☐
	Regents Competency Tests	☐	☐	☐	☐	☐	☐	☐
	Regents Examination Program	☐	☑	☐	☐	☐	☐	☐
	Second Language Proficiency Exams	☐	☐	☑	☐	☐	☐	☐

Question 3.5.9 Were scores from LEP students who took alternate assessments reported for the assessments used in this component? If yes, how were those scores reported?

State	Component	Yes	No	No alternate assessment	Parents only	Included in summary reports in aggregate	Included in summary reports, but disaggregated	Included in summary reports in aggregate, but also disaggregated in a separate section
OH	12th-Grade Proficiency Testing	☐	☑	☐	☐	☐	☐	☐
	4th-Grade Proficiency Testing	☐	☑	☐	☐	☐	☐	☐
	6th-Grade Proficiency Testing	☐	☑	☐	☐	☐	☐	☐
	9th-Grade Proficiency Testing	☐	☑	☐	☐	☐	☐	☐
OK	Oklahoma Core Curriculum Tests - Multiple Choice	☐	☑	☐	☐	☐	☐	☐
	Oklahoma Core Curriculum Tests - Writing	☐	☑	☐	☐	☐	☐	☐
OR	Reading, Writing, Science, and Mathematics Assessment	☐	☐	☐	☐	☐	☐	☐
PA	Reading, Mathematics	☐	☑	☐	☐	☐	☐	☐
PR	Pruebas Puertorriqueñas de Competencias Escolares	☐	☑	☐	☐	☐	☐	☐
RI	English Lang. Arts & Math Performance Assessment	☐	☐	☑	☐	☐	☐	☐
	Health Education Performance Assessment	☐	☐	☑	☐	☐	☐	☐
	Writing Performance Assessment	☐	☐	☑	☐	☐	☐	☐
SC	Criterion-Referenced Tests - BSAP - High School Exit Examination	☐	☐	☑	☐	☐	☐	☐
	Criterion-Referenced Tests - PACT grades 3 - 8	☐	☐	☑	☐	☐	☐	☐
	Criterion-Referenced Tests - Readiness Test	☐	☐	☑	☐	☐	☐	☐
	Norm-Referenced Testing - TerraNova sample testing	☐	☐	☑	☐	☐	☐	☐
SD	Stanford Achievement Test, Ninth Edition	☐	☑	☐	☐	☐	☐	☐
	Stanford Writing Assessment Program, Third Edition	☐	☑	☐	☐	☐	☐	☐
TN	Achievement Test (3-8)	☐	☑	☐	☐	☐	☐	☐
	Competency Test	☐	☑	☐	☐	☐	☐	☐
	High School End of Course	☐	☑	☐	☐	☐	☐	☐
	TCAP Writing Assessment (4, 7, 11)	☐	☐	☑	☐	☐	☐	☐
TX	Reading Proficiency Tests in English (RPTE)	☑	☐	☐	☐	☐	☐	☑
	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☐	☑	☐	☐	☐	☐	☐
UT	Core Curriculum Testing (Perf. Assessment)	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☐	☑	☐	☐	☐	☐
	Utah Core Assessment CRT Program	☐	☐	☑	☐	☐	☐	☐
VA	Standards of Learning (SOL) Assessment Program	☐	☐	☑	☐	☐	☐	☐
	Virginia Literacy Testing Program	☐	☐	☑	☐	☐	☐	☐

Question 3.5.9 Were scores from LEP students who took alternate assessments reported for the assessments used in this component? If yes, how were those scores reported?

State	Component	Yes	No	No alternate assessment	Parents only	Included in summary reports in aggregate	Included in summary reports, but disaggregated	Included in summary reports in aggregate, but also disaggregated in a separate section
VA	Virginia State Assessment NRT Program	☐	☐	☑	☐	☐	☐	☐
VI	Terra Nova Assessments Series	☐	☑	☐	☐	☐	☐	☐
VT	Standard's Referenced Exams (NSRE)	☐	☑	☐	☐	☐	☐	☐
	Vermont Developmental Reading Assessment	☐	☑	☐	☐	☐	☐	☐
WA	Norm-Referenced Testing	☐	☐	☑	☐	☐	☐	☐
	Second Grade Reading	☐	☑	☐	☐	☐	☐	☐
	Washington Assessment of Student Learning	☐	☐	☑	☐	☐	☐	☐
WI	Reading Comprehension	☐	☑	☐	☐	☐	☐	☐
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☐	☑	☐	☐	☐	☐	☐
WV	ACT Explore	☐	☑	☐	☐	☐	☐	☐
	ACT Work Keys	☐	☑	☐	☐	☐	☐	☐
	National Assessment of Educational Progress	☐	☑	☐	☐	☐	☐	☐
	Norm-referenced Test	☐	☑	☐	☐	☐	☐	☐
	Writing Assessment	☐	☑	☐	☐	☐	☐	☐
WY	Carl Perkins Assessment	☐	☐	☑	☐	☐	☐	☐
	Wyoming Comprehensive Assessment System	☑	☐	☐	☑	☐	☐	☐
	Totals by State	6	33	21	4	2	2	2
	Totals by Jurisdiction	1	6	0	0	0	1	0
	Total	7	39	21	4	2	3	2

Question 3.6.1 Were scores from this assessment reported with reference to norms? If Yes, what norms were used to report the scores? Check all that apply.

State	Component	Yes	No	International	National	State	Regional	Local	Categorical type	Other (Please specify)
AK	California Achievement Test, fifth edition	☑	☐	☐	☑	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☑	☐	☐	☑	☐	☐	☐	☐	☐
AL	Alabama Direct Assessment of Writing	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Alabama Early Learning Inventory	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Alabama High School Graduation Exam, Third Edition	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Alabama Reading Assessment: Grade 1	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Alabama Reading Assessment: Grade 2	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Stanford Achievement Test, 9th edition	☑	☐	☐	☑	☐	☐	☐	☐	☐
AR	Criterion-Referenced Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☑	☐	☐	☑	☑	☑	☐	☐	☐
AS	Stanford Achievement Test Ninth Edition	☑	☐	☐	☑	☐	☐	☑	☐	☐
AZ	CRT: Arizona's Instrument to Measure Standards (AIMS)	☐	☑	☐	☐	☐	☐	☐	☐	☐
	NRT: Stanford Achievement Test, Ninth Edition	☑	☐	☐	☑	☐	☐	☐	☐	☐
CA	Assessments in Career Education	☐	☑	☐	☐	☐	☐	☐	☐	☐
	CHSPE	☐	☑	☐	☐	☐	☐	☐	☐	☐
	GED	☑	☐	☐	☑	☐	☐	☐	☐	☐
	Golden State Exams	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Physical Fitness Test	☐	☑	☐	☐	☐	☐	☐	☐	☑ Reported whether or not student results were in the "Healthy Fitness Zone".
	Standardized Testing and Reporting Program (STAR)	☑	☐	☐	☑	☐	☐	☐	☐	☐
CO	Reading, Writing, Mathematics, and Science	☐	☑	☐	☐	☐	☐	☐	☐	☐
CT	Connecticut Academic Performance Test (CAPT)	☐	☑	☐	☐	☐	☐	☐	☐	☐

Question 3.6.1 Were scores from this assessment reported with reference to norms? If Yes, what norms were used to report the scores? Check all that apply.

State	Component	Yes	No	International	National	State	Regional	Local	Categorical type	Other (Please specify)
CT	Connecticut Mastery Test (CMT)	☑	☐	☐	☑	☐	☐	☐	☐	☐
DC	Stanford Achievement Tests- Ninth Edition	☑	☐	☐	☑	☐	☐	☐	☐	☐
DE	Delaware Student Testing Program - Mathematics NRT	☑	☐	☐	☑	☑	☐	☑	☐	☐
	Delaware Student Testing Program - Reading NRT	☑	☐	☐	☑	☑	☐	☑	☐	☐
	Delaware Student Testing Program - Science 8 & 11	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Social Studies 8 & 11	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Mathematics	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Reading	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Writing	☐	☑	☐	☐	☐	☐	☐	☐	☐
DoDEA	CTB TerraNova Multiple Assessment	☑	☐	☐	☑	☐	☐	☐	☐	☐
FL	No Response to 1999-2000 Survey	☐	☐	☐	☐	☐	☐	☐	☐	☐
GA	Criterion-Referenced Competency Tests (CRCT)	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Georgia High School Graduation Tests (GHSGT)	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Georgia Kindergarten Assessment Program-Revised (GKAP-R)	☑	☐	☐	☐	☑	☐	☐	☐	☐
	Iowa Tests of Basic Skills	☑	☐	☐	☐	☐	☐	☐	☐	☑ Vendor's norms
	Writing Test	☑	☐	☐	☐	☑	☐	☐	☐	☐
GU	SAT9 Norm-Referenced Test	☑	☐	☐	☑	☐	☐	☑	☐	☐
HI	Stanford Achievement Test 9th Ed. Abbreviated	☑	☐	☐	☑	☐	☐	☐	☐	☐
IA	Standardized Testing ITBS and ITED	☑	☐	☐	☑	☑	☐	☐	☐	☐
ID	Math Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐

Question 3.6.1 Were scores from this assessment reported with reference to norms? If Yes, what norms were used to report the scores? Check all that apply.

State	Component	Yes	No	International	National	State	Regional	Local	Categorical type	Other (Please specify)
ID	Norm-Referenced Test	☑	☐	☐	☑	☑	☐	☐	☐	☐
	Writing Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	☑	☐	☐	☑	☑	☐	☐	☐	☐
IN	Statewide Assessment	☑	☐	☐	☑	☐	☐	☐	☐	☐
KS	Kansas Assessment Program	☑	☐	☐	☐	☑	☐	☐	☐	☐
KY	Alternate Portfolio	☐	☑	☐	☐	☐	☐	☐	☐	☐
	KCCT On-Demand	☐	☑	☐	☐	☐	☐	☐	☐	☐
	National Norm-Referenced Test	☑	☐	☐	☑	☑	☑	☐	☐	☐
	Writing Portfolio Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐
LA	Graduation Exit Examination (GEE)	☐	☑	☐	☐	☐	☐	☐	☐	☐
	LEAP 21 Grades 4, 8	☐	☑	☐	☐	☐	☐	☐	☐	☐
	The Iowa Tests, Complete Battery	☑	☐	☐	☑	☐	☐	☐	☐	☐
MA	Massachusetts Comprehensive Assessment System (MCAS)	☐	☑	☐	☐	☐	☐	☐	☐	☐
MD	High School Assessments	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Maryland Functional Tests	☑	☐	☐	☐	☑	☐	☐	☐	☐
	Maryland School Performance Assessment Program (MSPAP)	☑	☐	☐	☐	☑	☐	☐	☐	☐
ME	Maine Educational Assessment	☑	☐	☐	☐	☑	☐	☑	☐	☐
MI	Grade 4 and 7 Reading and Mathematics	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Grade 5 and 8 Science, Social Studies, and Writing	☐	☑	☐	☐	☐	☐	☐	☐	☐
	MEAP High School Test	☐	☑	☐	☐	☐	☐	☐	☐	☐
MN	Basic Standards Tests	☐	☑	☐	☐	☐	☐	☐	☐	☐

Question 3.6.1 Were scores from this assessment reported with reference to norms? If Yes, what norms were used to report the scores? Check all that apply.

State	Component	Yes	No	International	National	State	Regional	Local	Categorical type	Other (Please specify)
MN	Minnesota Comprehensive Assessments	☑	☐	☐	☐	☐	☐	☐	☐	☑ state percentile ranks
MO	MAP	☑	☐	☐	☑	☐	☐	☐	☐	☐
MP	Stanford Achievement Test, Ninth Edition	☑	☐	☐	☑	☐	☐	☐	☐	☐
MS	Career Planning and Assessment System	☑	☐	☐	☐	☐	☐	☐	☐	☑ Scores are compared with state averages
	Functional Literacy Examination	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☑	☐	☐	☑	☐	☐	☐	☐	☐
MT	Student Assessment Requirement	☑	☐	☐	☑	☐	☐	☐	☐	☐
NC	NC Annual Testing Program	☑	☐	☐	☐	☑	☐	☐	☐	☐
	NC Testing Program - Competency Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐
	NC Tests of Computer Skills	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing Program	☑	☐	☐	☑	☐	☐	☐	☐	☐
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☑	☐	☐	☑	☑	☑	☑	☐	☑ Region of the state, Enrollment size of the school district
NE	No State Assessments 1999-2000	☐	☑	☐	☐	☐	☐	☐	☐	☐
NH	NH Educational Improvement and Assessment Program	☐	☑	☐	☐	☐	☐	☐	☐	☐
NJ	Elementary School Proficiency Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Grade 11 High School Proficiency Test	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Grade Eight Proficiency Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐
NM	NM Achievement Assessment	☑	☐	☐	☑	☐	☐	☐	☐	☐
	NM High School Competency Exam	☐	☑	☐	☐	☐	☐	☐	☐	☐
	NM Writing Assessment Program	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Reading Assessments for Grades 1 and 2	☐	☑	☐	☐	☐	☐	☐	☐	☐

Question 3.6.1 Were scores from this assessment reported with reference to norms? If Yes, what norms were used to report the scores? Check all that apply.

State	Component	Yes	No	International	National	State	Regional	Local	Categorical type	Other (Please specify)
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	☐	☑	☐	☐	☐	☐	☐	☐	☐
	High School Proficiency Examination	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing at Grades 4, 8, and 10	☑	☐	☐	☑	☐	☐	☐	☐	☐
NY	New York State Testing Program	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Occupational Education Proficiency Examinations	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Program Evaluation Tests (PET)	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Regents Competency Tests	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Regents Examination Program	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Second Language Proficiency Exams	☐	☑	☐	☐	☐	☐	☐	☐	☐
OH	12th-Grade Proficiency Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐
	4th-Grade Proficiency Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐
	6th-Grade Proficiency Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐
	9th-Grade Proficiency Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐
OK	Oklahoma Core Curriculum Tests - Multiple Choice	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Oklahoma Core Curriculum Tests - Writing	☐	☑	☐	☐	☐	☐	☐	☐	☐
OR	Reading, Writing, Science, and Mathematics Assessment	☑	☐	☐	☐	☑	☐	☐	☐	☐
PA	Reading, Mathematics	☑	☐	☐	☐	☑	☐	☐	☐	☐
PR	Pruebas Puertorriqueñas de Competencias Escolares	☑	☐	☐	☐	☑	☐	☐	☐	☐
RI	English Lang. Arts & Math Performance Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Health Education Performance Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Writing Performance Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐

Question 3.6.1 Were scores from this assessment reported with reference to norms? If Yes, what norms were used to report the scores? Check all that apply.

State	Component	Yes	No	International	National	State	Regional	Local	Categorical type	Other (Please specify)
SC	Criterion-Referenced Tests - BSAP - High School Exit Examination	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Criterion-Referenced Tests - PACT grades 3 - 8	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Criterion-Referenced Tests - Readiness Test	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing - TerraNova sample testing	☑	☐	☐	☑	☐	☐	☐	☐	☐
SD	Stanford Achievement Test, Ninth Edition	☑	☐	☐	☑	☑	☐	☐	☐	☐ Performance Standards for Title I
	Stanford Writing Assessment Program, Third Edition	☑	☐	☐	☑	☑	☐	☐	☐	☑ Raw Score, Performance Standards
TN	Achievement Test (3-8)	☑	☐	☐	☑	☑	☐	☐	☐	☐
	Competency Test	☑	☐	☐	☐	☑	☐	☐	☐	☐
	High School End of Course	☑	☐	☐	☐	☑	☐	☐	☐	☐
	TCAP Writing Assessment (4, 7, 11)	☐	☑	☐	☐	☐	☐	☐	☐	☐
TX	Reading Proficiency Tests in English (RPTE)	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☐	☑	☐	☐	☐	☐	☐	☐	☐
UT	Core Curriculum Testing (Perf. Assessment)	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☑	☐	☐	☑	☑	☐	☑	☐	☐
	Utah Core Assessment CRT Program	☐	☑	☐	☐	☐	☐	☐	☐	☐
VA	Standards of Learning (SOL) Assessment Program	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Virginia Literacy Testing Program	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Virginia State Assessment NRT Program	☑	☐	☐	☑	☐	☐	☐	☐	☐
VI	Terra Nova Assessments Series	☑	☐	☐	☑	☐	☐	☐	☐	☐
VT	Standard's Referenced Exams (NSRE)	☑	☐	☐	☑	☐	☐	☐	☐	☐
	Vermont Developmental Reading Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐

Question 3.6.1 Were scores from this assessment reported with reference to norms? If Yes, what norms were used to report the scores? Check all that apply.

State	Component	Yes	No	International	National	State	Regional	Local	Categorical type	Other (Please specify)
WA	Norm-Referenced Testing	☑	☐	☐	☑	☑	☐	☑	☐	☐
	Second Grade Reading	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Washington Assessment of Student Learning	☐	☑	☐	☐	☐	☐	☐	☐	☐
WI	Reading Comprehension	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☑	☐	☐	☑	☑	☐	☑	☐	☐
WV	ACT Explore	☑	☐	☐	☑	☐	☐	☐	☐	☐
	ACT Work Keys	☑	☐	☐	☑	☐	☐	☐	☐	☐
	National Assessment of Educational Progress	☑	☐	☐	☑	☐	☐	☐	☐	☐
	Norm-referenced Test	☑	☐	☐	☑	☐	☐	☐	☐	☐
	Writing Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐
WY	Carl Perkins Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Wyoming Comprehensive Assessment System	☑	☐	☐	☑	☐	☐	☐	☐	☐
	Totals by State	38	36	0	31	19	3	6	0	6
	Totals by Jurisdiction	7	0	0	6	1	0	2	0	0
	Total	45	36	0	37	20	3	8	0	6

Question 3.6.2 Were the assessments reported in this component related to NAEP in any of the following ways? Check all that apply:

State	Component	State results compared to NAEP results	State test results were statistically linked to the NAEP results	State tests were statistically linked to the NAEP scales	State test/results were not linked to NAEP
AK	California Achievement Test, fifth edition	☐	☐	☐	☑
	Norm-Referenced Testing	☐	☐	☐	☑
AL	Alabama Direct Assessment of Writing	☐	☐	☐	☑
	Alabama Early Learning Inventory	☐	☐	☐	☑
	Alabama High School Graduation Exam, Third Edition	☐	☐	☐	☑
	Alabama Reading Assessment: Grade 1	☐	☐	☐	☑
	Alabama Reading Assessment: Grade 2	☐	☐	☐	☑
	Stanford Achievement Test, 9th edition	☐	☐	☐	☑
AR	Criterion-Referenced Testing	☐	☑	☐	☐
	Norm-Referenced Testing	☐	☐	☐	☑
AS	Stanford Achievement Test Ninth Edition	☐	☐	☐	☑
AZ	CRT: Arizona's Instrument to Measure Standards (AIMS)	☐	☐	☐	☑
	NRT: Stanford Achievement Test, Ninth Edition	☐	☐	☐	☑
CA	Assessments in Career Education	☐	☐	☐	☑
	CHSPE	☐	☐	☐	☑
	GED	☐	☐	☐	☑
	Golden State Exams	☐	☐	☐	☑
	Physical Fitness Test	☐	☐	☐	☑
	Standardized Testing and Reporting Program (STAR)	☐	☐	☐	☑
CO	Reading, Writing, Mathematics, and Science	☐	☐	☐	☑
CT	Connecticut Academic Performance Test (CAPT)	☐	☐	☐	☑
	Connecticut Mastery Test (CMT)	☐	☐	☐	☑
DC	Stanford Achievement Tests- Ninth Edition	☐	☐	☐	☑
DE	Delaware Student Testing Program - Mathematics NRT	☐	☐	☐	☑
	Delaware Student Testing Program - Reading NRT	☐	☐	☐	☑

Question 3.6.2 Were the assessments reported in this component related to NAEP in any of the following ways? Check all that apply:

State	Component	State results compared to NAEP results	State test results were statistically linked to the NAEP results	State tests were statistically linked to the NAEP scales	State test/results were not linked to NAEP
DE	Delaware Student Testing Program - Science 8 & 11	☐	☐	☐	☑
	Delaware Student Testing Program - Social Studies 8 & 11	☐	☐	☐	☑
	Delaware Student Testing Program - Standards-Based Mathematics	☐	☐	☐	☑
	Delaware Student Testing Program - Standards-Based Reading	☐	☐	☐	☑
	Delaware Student Testing Program - Standards-Based Writing	☐	☐	☐	☑
DoDEA	CTB TerraNova Multiple Assessment	☐	☐	☐	☑
FL	No Response to 1999-2000 Survey	☐	☐	☐	☐
GA	Criterion-Referenced Competency Tests (CRCT)	☐	☐	☐	☑
	Georgia High School Graduation Tests (GHSGT)	☐	☐	☐	☑
	Georgia Kindergarten Assessment Program-Revised (GKAP-R)	☐	☐	☐	☑
	Iowa Tests of Basic Skills	☐	☐	☐	☑
	Writing Test	☐	☐	☐	☑
GU	SAT9 Norm-Referenced Test	☐	☐	☐	☑
HI	Stanford Achievement Test 9th Ed. Abbreviated	☐	☐	☐	☑
IA	Standardized Testing ITBS and ITED	☐	☐	☐	☑
ID	Math Assessment	☐	☐	☐	☑
	Norm-Referenced Test	☐	☐	☐	☑
	Writing Assessment	☐	☐	☐	☑
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	☐	☐	☐	☑
IN	Statewide Assessment	☐	☐	☐	☑
KS	Kansas Assessment Program	☐	☐	☐	☐
KY	Alternate Portfolio	☐	☐	☐	☑
	KCCT On-Demand	☐	☐	☐	☑
	National Norm-Referenced Test	☐	☐	☐	☑
	Writing Portfolio Assessment	☐	☐	☐	☑
LA	Graduation Exit Examination (GEE)	☐	☐	☐	☑
	LEAP 21 Grades 4, 8	☐	☐	☐	☐
	The Iowa Tests, Complete Battery	☐	☐	☐	☐

Question 3.6.2 Were the assessments reported in this component related to NAEP in any of the following ways? Check all that apply:

State	Component	State results compared to NAEP results	State test results were statistically linked to the NAEP results	State tests were statistically linked to the NAEP scales	State test/results were not linked to NAEP
MA	Massachusetts Comprehensive Assessment System (MCAS)	☐	☐	☐	☑
MD	High School Assessments	☐	☐	☐	☐
	Maryland Functional Tests	☐	☐	☐	☑
	Maryland School Performance Assessment Program (MSPAP)	☑	☐	☐	☐
ME	Maine Educational Assessment	☑	☐	☐	☑
MI	Grade 4 and 7 Reading and Mathematics	☐	☐	☐	☑
	Grade 5 and 8 Science, Social Studies, and Writing	☐	☐	☐	☑
	MEAP High School Test	☐	☐	☐	☑
MN	Basic Standards Tests	☐	☐	☐	☑
	Minnesota Comprehensive Assessments	☑	☐	☐	☐
MO	MAP	☐	☐	☐	☑
MP	Stanford Achievement Test, Ninth Edition	☐	☐	☐	☐
MS	Career Planning and Assessment System	☐	☐	☐	☑
	Functional Literacy Examination	☐	☐	☐	☑
	Norm-Referenced Testing	☐	☐	☐	☑
MT	Student Assessment Requirement	☐	☐	☐	☑
NC	NC Annual Testing Program	☐	☐	☐	☑
	NC Testing Program - Competency Testing	☐	☐	☐	☑
	NC Tests of Computer Skills	☐	☐	☐	☑
	Norm-Referenced Testing Program	☐	☐	☐	☑
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☐	☐	☐	☑
NE	No State Assessments 1999-2000	☑	☐	☐	☐
NH	NH Educational Improvement and Assessment Program	☐	☐	☐	☐
NJ	Elementary School Proficiency Assessment	☐	☐	☐	☑
	Grade 11 High School Proficiency Test	☐	☐	☐	☑
	Grade Eight Proficiency Assessment	☐	☐	☐	☑
NM	NM Achievement Assessment	☐	☐	☐	☐

Question 3.6.2 Were the assessments reported in this component related to NAEP in any of the following ways? Check all that apply:

State	Component	State results compared to NAEP results	State test results were statistically linked to the NAEP results	State tests were statistically linked to the NAEP scales	State test/results were not linked to NAEP
NM	NM High School Competency Exam	☐	☐	☐	☐
	NM Writing Assessment Program	☐	☐	☐	☐
	Reading Assessments for Grades 1 and 2	☐	☐	☐	☐
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	☐	☐	☐	☑
	High School Proficiency Examination	☐	☐	☐	☑
	Norm-Referenced Testing at Grades 4, 8, and 10	☐	☐	☐	☑
NY	New York State Testing Program	☑	☐	☐	☐
	Occupational Education Proficiency Examinations	☐	☐	☐	☐
	Program Evaluation Tests (PET)	☐	☐	☐	☑
	Regents Competency Tests	☐	☐	☐	☑
	Regents Examination Program	☐	☐	☐	☑
	Second Language Proficiency Exams	☐	☐	☐	☐
OH	12th-Grade Proficiency Testing	☐	☐	☐	☑
	4th-Grade Proficiency Testing	☐	☐	☐	☑
	6th-Grade Proficiency Testing	☐	☐	☐	☑
	9th-Grade Proficiency Testing	☐	☐	☐	☑
OK	Oklahoma Core Curriculum Tests - Multiple Choice	☐	☐	☐	☑
	Oklahoma Core Curriculum Tests - Writing	☑	☐	☐	☐
OR	Reading, Writing, Science, and Mathematics Assessment	☐	☐	☐	☑
PA	Reading, Mathematics	☐	☐	☐	☑
PR	Pruebas Puertorriqueñas de Competencias Escolares	☐	☐	☐	☑
RI	English Lang. Arts & Math Performance Assessment	☐	☐	☐	☑
	Health Education Performance Assessment	☐	☐	☐	☑
	Writing Performance Assessment	☐	☐	☐	☑
SC	Criterion-Referenced Tests - BSAP - High School Exit Examination	☐	☐	☐	☑
	Criterion-Referenced Tests - PACT grades 3 - 8	☐	☐	☐	☑

Question 3.6.2 Were the assessments reported in this component related to NAEP in any of the following ways? Check all that apply:

State	Component	State results compared to NAEP results	State test results were statistically linked to the NAEP results	State tests were statistically linked to the NAEP scales	State test/results were not linked to NAEP
SC	Criterion-Referenced Tests - Readiness Test	☐	☐	☐	☑
	Norm-Referenced Testing - TerraNova sample testing	☐	☐	☐	☑
SD	Stanford Achievement Test, Ninth Edition	☐	☐	☐	☑
	Stanford Writing Assessment Program, Third Edition	☐	☐	☐	☑
TN	Achievement Test (3-8)	☐	☐	☐	☑
	Competency Test	☐	☐	☐	☑
	High School End of Course	☐	☐	☐	☑
	TCAP Writing Assessment (4, 7, 11)	☐	☐	☐	☑
TX	Reading Proficiency Tests in English (RPTE)	☐	☐	☐	☑
	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☐	☐	☐	☑
UT	Core Curriculum Testing (Perf. Assessment)	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☐	☐	☑
	Utah Core Assessment CRT Program	☐	☐	☐	☑
VA	Standards of Learning (SOL) Assessment Program	☐	☐	☐	☑
	Virginia Literacy Testing Program	☐	☐	☐	☑
	Virginia State Assessment NRT Program	☐	☐	☐	☑
VI	Terra Nova Assessments Series	☑	☐	☐	☐
VT	Standard's Referenced Exams (NSRE)	☑	☐	☐	☐
	Vermont Developmental Reading Assessment	☐	☐	☐	☑
WA	Norm-Referenced Testing	☐	☐	☐	☑
	Second Grade Reading	☐	☐	☐	☑
	Washington Assessment of Student Learning	☑	☐	☐	☐
WI	Reading Comprehension	☐	☐	☐	☑
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☐	☐	☐	☑
WV	ACT Explore	☐	☐	☐	☑

Question 3.6.2 Were the assessments reported in this component related to NAEP in any of the following ways? Check all that apply:

State	Component	State results compared to NAEP results	State test results were statistically linked to the NAEP results	State tests were statistically linked to the NAEP scales	State test/results were not linked to NAEP
WV	ACT Work Keys	☐	☐	☐	☑
	National Assessment of Educational Progress	☑	☐	☐	☐
	Norm-referenced Test	☐	☐	☐	☑
	Writing Assessment	☐	☐	☐	☑
WY	Carl Perkins Assessment	☐	☐	☐	☐
	Wyoming Comprehensive Assessment System	☐	☐	☐	☑
	Totals by State	9	1	0	45
	Totals by Jurisdiction	1	0	0	5
	Total	10	1	0	50

Question 3.6.3 According to state policy, at which of the following levels are assessment results summarized and who receives these results? Check all that apply.

State Component Intended Recipients of Reports

AK California Achievement Test, fifth edition

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☐	☐	☐
Classroom Summary	☐	☑	☑	☑	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☐	☑	☐
State Summary	☐	☐	☐	☐	☑

Norm-Referenced Testing

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☐	☐	☑	☐	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☐	☐	☐	☑	☐
District Summary	☐	☐	☐	☐	☐
State Summary	☐	☐	☐	☐	☐

AL Alabama Direct Assessment of Writing

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☐	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☐	☑	☑
State Summary	☐	☐	☐	☑	☑

Alabama Early Learning Inventory

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☐	☐
Classroom Summary	☐	☑	☐	☐	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☐	☑	☑
State Summary	☐	☐	☐	☑	☑

Alabama High School Graduation Exam, Third Edition

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☐	☑	☑	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☐	☑	☑
State Summary	☐	☐	☐	☑	☑

Question 3.6.3 According to state policy, at which of the following levels are assessment results summarized and who receives these results? Check all that apply.

State Component — Intended Recipients of Reports

AL Alabama Reading Assessment: Grade 1

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☐	☐
Classroom Summary	☐	☑	☑	☐	☐
Grade Summary	☐	☐	☐	☐	☐
School Summary	☐	☐	☐	☐	☐
District Summary	☐	☐	☐	☐	☐
State Summary	☐	☐	☐	☐	☐

Alabama Reading Assessment: Grade 2

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☐	☐
Classroom Summary	☐	☑	☑	☐	☐
Grade Summary	☐	☐	☐	☐	☐
School Summary	☐	☐	☐	☐	☐
District Summary	☐	☐	☐	☐	☐
State Summary	☐	☐	☐	☐	☐

Stanford Achievement Test, 9th edition

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☐	☑	☐	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☑	☑	☑
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☐	☑	☑
State Summary	☐	☐	☐	☑	☑

AR Criterion-Referenced Testing

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☐	☐
Classroom Summary	☐	☑	☑	☑	☐
Grade Summary	☑	☑	☑	☑	☐
School Summary	☑	☑	☑	☑	☑
District Summary	☑	☑	☑	☑	☑
State Summary	☑	☑	☑	☑	☑

Norm-Referenced Testing

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☐	☐
Classroom Summary	☐	☑	☑	☐	☐
Grade Summary	☑	☑	☑	☑	☐
School Summary	☑	☑	☑	☑	☑
District Summary	☑	☑	☑	☑	☑
State Summary	☑	☑	☑	☑	☑

Question 3.6.3 According to state policy, at which of the following levels are assessment results summarized and who receives these results? Check all that apply.

State Component — Intended Recipients of Reports

AS Stanford Achievement Test Ninth Edition

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☑
Classroom Summary	☐	☑	☑	☑	☑
Grade Summary	☐	☑	☑	☑	☑
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☑	☑	☑
State Summary	☐	☐	☑	☐	☑

AZ CRT: Arizona's Instrument to Measure Standards (AIMS)

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☑
Classroom Summary	☐	☑	☐	☐	☐
Grade Summary	☐	☑	☑	☑	☑
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☐	☑	☑
State Summary	☐	☐	☐	☐	☑

NRT: Stanford Achievement Test, Ninth Edition

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☑
Classroom Summary	☐	☑	☑	☑	☑
Grade Summary	☐	☑	☑	☑	☑
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☐	☑	☑
State Summary	☐	☐	☐	☐	☑

CA Assessments in Career Education

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☐	☑	☑	☑	☑
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☐	☐	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☐	☑	☐
State Summary	☐	☐	☐	☐	☑

CHSPE

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☐	☐	☐	☐	☑
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☐	☐	☐
School Summary	☐	☐	☐	☑	☐
District Summary	☐	☐	☐	☐	☐
State Summary	☐	☐	☐	☐	☑

Question 3.6.3 According to state policy, at which of the following levels are assessment results summarized and who receives these results? Check all that apply.

State Component — Intended Recipients of Reports

CA GED

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☐	☐	☑	☐	☑
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☐	☐	☐
School Summary	☐	☐	☐	☐	☐
District Summary	☐	☐	☐	☐	☐
State Summary	☐	☐	☑	☐	☑

Golden State Exams

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☐	☑	☑	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☐	☐	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☐	☑	☐
State Summary	☐	☐	☐	☐	☐

Physical Fitness Test

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☐	☐	☐	☐	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☑	☑	☑
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☑	☑	☑
State Summary	☐	☐	☑	☑	☑

Standardized Testing and Reporting Program (STAR)

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☐	☐	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☑	☑	☑
School Summary	☐	☐	☐	☐	☐
District Summary	☐	☐	☐	☐	☐
State Summary	☐	☐	☐	☐	☐

CO Reading, Writing, Mathematics, and Science

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☐	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☑	☑	☐
State Summary	☐	☐	☐	☐	☑

Question 3.6.3 According to state policy, at which of the following levels are assessment results summarized and who receives these results? Check all that apply.

State Component Intended Recipients of Reports

CT Connecticut Academic Performance Test (CAPT)

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☐	☑	☑	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☑	☑	☑
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☐	☑	☑
State Summary	☐	☐	☐	☑	☑

Connecticut Mastery Test (CMT)

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☐	☑	☑	☐
Classroom Summary	☐	☑	☑	☑	☐
Grade Summary	☐	☐	☑	☑	☑
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☑	☑	☑
State Summary	☐	☐	☑	☑	☑

DC Stanford Achievement Tests- Ninth Edition

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☑
Classroom Summary	☐	☑	☑	☑	☐
Grade Summary	☑	☑	☑	☑	☑
School Summary	☑	☑	☑	☑	☑
District Summary	☑	☑	☑	☑	☑
State Summary	☑	☑	☑	☑	☑

DE Delaware Student Testing Program - Mathematics NRT

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☐
Classroom Summary	☐	☑	☑	☐	☐
Grade Summary	☑	☑	☑	☑	☑
School Summary	☑	☑	☑	☑	☑
District Summary	☑	☑	☑	☑	☑
State Summary	☑	☑	☑	☑	☑

Delaware Student Testing Program - Reading NRT

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☐
Classroom Summary	☐	☑	☑	☐	☐
Grade Summary	☑	☑	☑	☑	☑
School Summary	☑	☑	☑	☑	☑
District Summary	☑	☑	☑	☑	☑
State Summary	☑	☑	☑	☑	☑

Question 3.6.3 According to state policy, at which of the following levels are assessment results summarized and who receives these results? Check all that apply.

State Component Intended Recipients of Reports

DE Delaware Student Testing Program - Science 8 & 11

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☐
Classroom Summary	☐	☑	☑	☐	☐
Grade Summary	☑	☑	☑	☑	☑
School Summary	☑	☑	☑	☑	☑
District Summary	☑	☑	☑	☑	☑
State Summary	☑	☑	☑	☑	☑

Delaware Student Testing Program - Social Studies 8 & 11

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☐
Classroom Summary	☐	☑	☑	☐	☐
Grade Summary	☑	☑	☑	☑	☑
School Summary	☑	☑	☑	☑	☑
District Summary	☑	☑	☑	☑	☑
State Summary	☑	☑	☑	☑	☑

Delaware Student Testing Program - Standards-Based Mathematics

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☐
Classroom Summary	☐	☑	☑	☐	☐
Grade Summary	☑	☑	☑	☑	☑
School Summary	☑	☑	☑	☑	☑
District Summary	☑	☑	☑	☑	☑
State Summary	☑	☑	☑	☑	☑

Delaware Student Testing Program - Standards-Based Reading

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☐
Classroom Summary	☐	☑	☑	☐	☐
Grade Summary	☑	☑	☑	☑	☑
School Summary	☑	☑	☑	☑	☑
District Summary	☑	☑	☑	☑	☑
State Summary	☑	☑	☑	☑	☑

Delaware Student Testing Program - Standards-Based Writing

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☐
Classroom Summary	☐	☑	☑	☐	☐
Grade Summary	☑	☑	☑	☑	☑
School Summary	☑	☑	☑	☑	☑
District Summary	☑	☑	☑	☑	☑
State Summary	☑	☑	☑	☑	☑

Question 3.6.3 According to state policy, at which of the following levels are assessment results summarized and who receives these results? Check all that apply.

State Component Intended Recipients of Reports

DoDEA CTB TerraNova Multiple Assessment

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☐	☐
Classroom Summary	☐	☑	☑	☐	☐
Grade Summary	☐	☐	☑	☑	☑
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☑	☑	☑
State Summary	☐	☐	☑	☑	☑

FL No Response to 1999-2000 Survey

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☐	☐	☐	☐	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☐	☐	☐
School Summary	☐	☐	☐	☐	☐
District Summary	☐	☐	☐	☐	☐
State Summary	☐	☐	☐	☐	☐

GA Criterion-Referenced Competency Tests (CRCT)

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☐	☐	☐
Classroom Summary	☐	☑	☐	☐	☐
Grade Summary	☐	☐	☑	☐	☐
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☐	☑	☑
State Summary	☐	☐	☑	☑	☑

Georgia High School Graduation Tests (GHSGT)

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☐	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☐	☐	☐
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☑	☑	☑
State Summary	☐	☐	☑	☑	☑

Georgia Kindergarten Assessment Program-Revised (GKAP-R)

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☐
Classroom Summary	☐	☑	☑	☑	☐
Grade Summary	☐	☑	☑	☑	☑
School Summary	☐	☑	☑	☑	☑
District Summary	☐	☑	☑	☑	☑
State Summary	☐	☑	☐	☑	☑

Question 3.6.3 According to state policy, at which of the following levels are assessment results summarized and who receives these results? Check all that apply.

State Component Intended Recipients of Reports

GA Iowa Tests of Basic Skills

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☑
Classroom Summary	☑	☑	☑	☑	☑
Grade Summary	☑	☑	☑	☑	☑
School Summary	☑	☑	☑	☑	☑
District Summary	☑	☑	☑	☑	☑
State Summary	☑	☑	☑	☑	☑

Writing Test

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☐
Classroom Summary	☐	☑	☑	☑	☐
Grade Summary	☐	☑	☑	☑	☑
School Summary	☐	☑	☑	☑	☑
District Summary	☐	☑	☑	☑	☑
State Summary	☐	☑	☑	☑	☑

GU SAT9 Norm-Referenced Test

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☐	☑	☐	☐
Classroom Summary	☐	☑	☑	☐	☐
Grade Summary	☐	☑	☑	☑	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☑	☑	☐
State Summary	☐	☐	☑	☑	☐

HI Stanford Achievement Test 9th Ed. Abbreviated

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☐	☑
Classroom Summary	☐	☑	☑	☐	☐
Grade Summary	☐	☑	☑	☑	☑
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☑	☑	☑
State Summary	☐	☐	☑	☑	☑

IA Standardized Testing ITBS and ITED

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☐	☐	☐
Classroom Summary	☑	☑	☑	☐	☐
Grade Summary	☑	☑	☑	☑	☐
School Summary	☑	☑	☑	☑	☑
District Summary	☑	☑	☑	☑	☑
State Summary	☑	☑	☑	☑	☑

Question 3.6.3 According to state policy, at which of the following levels are assessment results summarized and who receives these results? Check all that apply.

State Component Intended Recipients of Reports

ID Math Assessment

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☐	☑	☑	☑	☐
Classroom Summary	☐	☑	☑	☑	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☑	☑	☐
State Summary	☐	☐	☐	☑	☑

Norm-Referenced Test

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☐	☐
Classroom Summary	☐	☐	☑	☑	☐
Grade Summary	☐	☑	☑	☑	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☐	☑	☐
State Summary	☐	☐	☐	☑	☑

Writing Assessment

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☐	☑	☑	☑	☐
Classroom Summary	☐	☐	☑	☑	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☐	☑	☐
State Summary	☐	☐	☐	☑	☑

IL Illinois Standards Achievement Test and Illinois Goal Assessment Program

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☐	☑	☐	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☑	☐	☑	☑	☑
School Summary	☑	☐	☑	☑	☑
District Summary	☑	☐	☑	☑	☑
State Summary	☑	☐	☑	☑	☑

IN Statewide Assessment

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☐	☐
Classroom Summary	☐	☑	☑	☑	☐
Grade Summary	☐	☐	☑	☑	☑
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☐	☑	☑
State Summary	☐	☐	☐	☑	☑

Question 3.6.3 According to state policy, at which of the following levels are assessment results summarized and who receives these results? Check all that apply.

State Component Intended Recipients of Reports

KS Kansas Assessment Program

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☐
Classroom Summary	☐	☑	☑	☑	☐
Grade Summary	☐	☑	☑	☑	☐
School Summary	☐	☑	☑	☑	☑
District Summary	☐	☑	☑	☑	☐
State Summary	☐	☑	☑	☑	☑

KY Alternate Portfolio

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☐	☑	☐	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☐	☑	☐
State Summary	☐	☐	☐	☐	☐

KCCT On-Demand

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☐	☑	☐	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☑	☑	☑
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☐	☑	☑
State Summary	☐	☐	☐	☐	☑

National Norm-Referenced Test

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☐	☑	☐	☐
Classroom Summary	☐	☑	☑	☐	☐
Grade Summary	☐	☐	☑	☑	☑
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☐	☑	☑
State Summary	☐	☐	☐	☑	☑

Writing Portfolio Assessment

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☐	☑	☐	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☑	☑	☑
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☐	☑	☑
State Summary	☐	☐	☐	☐	☑

Question 3.6.3 According to state policy, at which of the following levels are assessment results summarized and who receives these results? Check all that apply.

State Component Intended Recipients of Reports

LA Graduation Exit Examination (GEE)

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☐	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☑	☑	☑
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☑	☑	☑
State Summary	☑	☐	☑	☑	☑

LEAP 21 Grades 4, 8

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☐	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☑	☑	☑
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☐	☑	☑
State Summary	☐	☐	☑	☑	☑

The Iowa Tests, Complete Battery

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☐	☐
Classroom Summary	☐	☑	☑	☐	☐
Grade Summary	☐	☐	☑	☑	☑
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☑	☑	☑
State Summary	☑	☐	☑	☑	☑

MA Massachusetts Comprehensive Assessment System (MCAS)

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☐	☑	☐	☑
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☑	☑	☑
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☑	☑	☑
State Summary	☐	☐	☑	☑	☑

MD High School Assessments

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☐	☐	☐	☐	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☐	☐	☐
School Summary	☐	☐	☐	☐	☐
District Summary	☐	☐	☐	☐	☐
State Summary	☐	☐	☐	☐	☐

Question 3.6.3 According to state policy, at which of the following levels are assessment results summarized and who receives these results? Check all that apply.

State Component Intended Recipients of Reports

MD Maryland Functional Tests

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☑	☑	☑	☑	☑
School Summary	☑	☑	☑	☑	☑
District Summary	☑	☑	☑	☑	☑
State Summary	☑	☑	☑	☑	☑

Maryland School Performance Assessment Program (MSPAP)

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☐	☑	☑	☐	☐
Classroom Summary	☐	☑	☑	☐	☐
Grade Summary	☑	☑	☑	☑	☑
School Summary	☑	☑	☑	☑	☑
District Summary	☑	☑	☑	☑	☑
State Summary	☑	☑	☑	☑	☑

ME Maine Educational Assessment

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☐
Classroom Summary	☐	☐	☑	☐	☐
Grade Summary	☐	☐	☐	☐	☐
School Summary	☑	☑	☑	☑	☑
District Summary	☑	☑	☑	☑	☑
State Summary	☑	☑	☑	☑	☑

MI Grade 4 and 7 Reading and Mathematics

Levels at which results are reported:	Parent	Teacher	School Bldg	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☐
Classroom Summary	☐	☑	☑	☑	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☑	☑	☑
State Summary	☐	☐	☑	☑	☑

Grade 5 and 8 Science, Social Studies, and Writing

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☐
Classroom Summary	☐	☑	☑	☑	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☑	☑	☑
State Summary	☐	☐	☑	☑	☑

Question 3.6.3 According to state policy, at which of the following levels are assessment results summarized and who receives these results? Check all that apply.

State Component Intended Recipients of Reports

MI MEAP High School Test

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☐
Classroom Summary	☐	☑	☑	☑	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☑	☑	☑
State Summary	☐	☐	☑	☑	☑

MN Basic Standards Tests

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☑	☑	☑	☐
School Summary	☑	☑	☑	☑	☑
District Summary	☑	☑	☑	☑	☑
State Summary	☑	☑	☑	☑	☑

Minnesota Comprehensive Assessments

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☑	☑	☑	☐
School Summary	☑	☑	☑	☑	☑
District Summary	☑	☑	☑	☑	☑
State Summary	☑	☑	☑	☑	☑

MO MAP

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☐	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☐	☐	☐
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☑	☑	☑
State Summary	☐	☐	☐	☐	☑

MP Stanford Achievement Test, Ninth Edition

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☐
Classroom Summary	☐	☑	☑	☑	☐
Grade Summary	☐	☑	☑	☑	☐
School Summary	☑	☑	☑	☑	☐
District Summary	☑	☑	☑	☑	☐
State Summary	☑	☑	☑	☑	☐

Question 3.6.3 According to state policy, at which of the following levels are assessment results summarized and who receives these results? Check all that apply.

State Component Intended Recipients of Reports

MS Career Planning and Assessment System

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☐	☑	☑	☑	☐
Classroom Summary	☐	☑	☑	☑	☐
Grade Summary	☐	☐	☐	☐	☐
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☐	☑	☑
State Summary	☐	☐	☐	☐	☑

Functional Literacy Examination

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☐	☑	☐	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☐	☐	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☑	☑	☐
State Summary	☐	☐	☑	☑	☐

Norm-Referenced Testing

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☐	☐
Classroom Summary	☐	☑	☑	☐	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☑	☑	☐
State Summary	☐	☐	☐	☑	☐

MT Student Assessment Requirement

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☐	☐	☐	☐	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☐	☑	☐
School Summary	☐	☐	☐	☑	☐
District Summary	☐	☐	☐	☐	☐
State Summary	☐	☐	☐	☑	☐

NC NC Annual Testing Program

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☐	☐
Classroom Summary	☑	☑	☑	☐	☐
Grade Summary	☑	☑	☑	☑	☑
School Summary	☑	☑	☑	☑	☑
District Summary	☑	☑	☑	☑	☑
State Summary	☑	☑	☑	☑	☑

Question 3.6.3 According to state policy, at which of the following levels are assessment results summarized and who receives these results? Check all that apply.

State Component — Intended Recipients of Reports

NC NC Testing Program - Competency Testing

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☐	☐
Classroom Summary	☐	☑	☑	☐	☐
Grade Summary	☐	☑	☑	☑	☑
School Summary	☑	☑	☑	☑	☑
District Summary	☑	☑	☑	☑	☑
State Summary	☑	☑	☑	☑	☑

NC Tests of Computer Skills

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☐	☐	☐
Classroom Summary	☐	☑	☑	☑	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☑	☑	☐
State Summary	☑	☑	☑	☑	☐

Norm-Referenced Testing Program

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☐	☑	☑	☑	☐
Classroom Summary	☐	☑	☑	☑	☐
Grade Summary	☐	☑	☑	☑	☐
School Summary	☐	☐	☐	☑	☐
District Summary	☐	☐	☐	☑	☐
State Summary	☐	☐	☐	☑	☐

ND TerraNova and Test of Cognitive Skills, 2nd ed.

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☐
Classroom Summary	☐	☑	☑	☑	☐
Grade Summary	☐	☑	☑	☑	☐
School Summary	☑	☑	☑	☑	☐
District Summary	☑	☑	☑	☑	☑
State Summary	☑	☑	☑	☑	☑

NE No State Assessments 1999-2000

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☐	☐	☐	☐	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☐	☐	☐
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☑	☑	☑
State Summary	☐	☐	☑	☑	☑

Question 3.6.3 According to state policy, at which of the following levels are assessment results summarized and who receives these results? Check all that apply.

State Component Intended Recipients of Reports

NH NH Educational Improvement and Assessment Program

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☑	☑	☑	☑	☑
School Summary	☑	☑	☑	☑	☑
District Summary	☑	☑	☑	☑	☑
State Summary	☑	☑	☑	☑	☑

NJ Elementary School Proficiency Assessment

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☐	☑	☑	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☑	☑	☑
State Summary	☐	☐	☑	☑	☑

Grade 11 High School Proficiency Test

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☐	☑	☑	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☑	☑	☑
State Summary	☐	☐	☑	☑	☑

Grade Eight Proficiency Assessment

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☐	☑	☑	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☑	☑	☑
State Summary	☐	☐	☑	☑	☑

NM NM Achievement Assessment

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☐	☐	☐
Classroom Summary	☐	☑	☑	☐	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☐	☑	☑
State Summary	☐	☐	☐	☐	☑

Question 3.6.3 According to state policy, at which of the following levels are assessment results summarized and who receives these results? Check all that apply.

State Component Intended Recipients of Reports

NM NM High School Competency Exam

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☐
Classroom Summary	☐	☑	☑	☑	☐
Grade Summary	☐	☑	☑	☑	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☐	☑	☑
State Summary	☐	☐	☐	☐	☑

NM Writing Assessment Program

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☐	☐	☐
Classroom Summary	☐	☑	☑	☐	☐
Grade Summary	☐	☐	☑	☐	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☐	☑	☑
State Summary	☐	☐	☐	☑	☑

Reading Assessments for Grades 1 and 2

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☐	☐	☐
Classroom Summary	☐	☑	☑	☐	☐
Grade Summary	☐	☑	☑	☐	☐
School Summary	☐	☑	☑	☑	☐
District Summary	☐	☑	☑	☑	☐
State Summary	☐	☐	☐	☐	☐

NV Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☐	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☑	☑	☑	☐
School Summary	☑	☑	☑	☑	☑
District Summary	☑	☑	☑	☑	☑
State Summary	☑	☑	☑	☑	☑

High School Proficiency Examination

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☐	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☑	☑	☑	☐
School Summary	☑	☑	☑	☑	☑
District Summary	☑	☑	☑	☑	☑
State Summary	☑	☑	☑	☑	☑

Question 3.6.3 According to state policy, at which of the following levels are assessment results summarized and who receives these results? Check all that apply.

State Component Intended Recipients of Reports

NV Norm-Referenced Testing at Grades 4, 8, and 10

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☐	☐
Classroom Summary	☐	☑	☑	☐	☐
Grade Summary	☐	☑	☑	☑	☐
School Summary	☑	☑	☑	☑	☑
District Summary	☑	☑	☑	☑	☑
State Summary	☑	☑	☑	☑	☑

NY New York State Testing Program

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☐	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☐	☐	☐
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☑	☑	☑
State Summary	☐	☐	☐	☑	☑

Occupational Education Proficiency Examinations

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☐	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☐	☐	☐
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☑	☑	☑
State Summary	☐	☐	☐	☑	☑

Program Evaluation Tests (PET)

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☐	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☐	☐	☐
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☐	☑	☑
State Summary	☐	☐	☐	☑	☑

Regents Competency Tests

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☐	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☐	☐	☐
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☑	☑	☑
State Summary	☐	☐	☐	☑	☑

Question 3.6.3 According to state policy, at which of the following levels are assessment results summarized and who receives these results? Check all that apply.

State Component — Intended Recipients of Reports

NY Regents Examination Program

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☐	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☐	☐	☐
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☑	☑	☑
State Summary	☐	☐	☐	☑	☑

Second Language Proficiency Exams

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☐	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☐	☐	☐
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☐	☑	☑
State Summary	☐	☐	☐	☑	☑

OH 12th-Grade Proficiency Testing

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☐	☐	☑	☐	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☐	☑	☑
State Summary	☐	☐	☐	☑	☑

4th-Grade Proficiency Testing

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☐	☐	☑	☐	☐
Classroom Summary	☐	☑	☐	☐	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☐	☑	☑
State Summary	☐	☐	☐	☑	☑

6th-Grade Proficiency Testing

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☐	☐	☑	☐	☐
Classroom Summary	☐	☑	☐	☐	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☐	☑	☑
State Summary	☐	☐	☐	☑	☑

Question 3.6.3 According to state policy, at which of the following levels are assessment results summarized and who receives these results? Check all that apply.

State Component — Intended Recipients of Reports

OH 9th-Grade Proficiency Testing

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☐	☐	☑	☐	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☑	☑	☑
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☐	☑	☑
State Summary	☐	☐	☐	☑	☑

OK Oklahoma Core Curriculum Tests - Multiple Choice

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☐	☐
Classroom Summary	☐	☑	☑	☑	☐
Grade Summary	☐	☑	☑	☑	☐
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☐	☑	☑
State Summary	☐	☐	☐	☐	☑

Oklahoma Core Curriculum Tests - Writing

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☐	☐
Classroom Summary	☐	☑	☑	☑	☐
Grade Summary	☐	☑	☑	☑	☐
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☐	☑	☑
State Summary	☐	☐	☐	☐	☑

OR Reading, Writing, Science, and Mathematics Assessment

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☐
Classroom Summary	☐	☑	☑	☑	☐
Grade Summary	☐	☐	☐	☐	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☐	☑	☐
State Summary	☐	☐	☐	☑	☐

PA Reading, Mathematics

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☑	☑	☑
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☑	☑	☑
State Summary	☐	☐	☑	☑	☑

Question 3.6.3 According to state policy, at which of the following levels are assessment results summarized and who receives these results? Check all that apply.

State Component — Intended Recipients of Reports

PR Pruebas Puertorriqueñas de Competencias Escolares

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☐	☐
Classroom Summary	☐	☐	☑	☐	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☑	☑	☑
State Summary	☐	☐	☑	☐	☑

RI English Lang. Arts & Math Performance Assessment

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☐	☐
Classroom Summary	☐	☑	☑	☐	☐
Grade Summary	☐	☐	☑	☑	☑
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☑	☑	☑
State Summary	☐	☐	☑	☑	☑

Health Education Performance Assessment

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☐	☐
Classroom Summary	☐	☑	☑	☐	☐
Grade Summary	☐	☐	☑	☑	☑
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☑	☑	☑
State Summary	☐	☐	☑	☑	☑

Writing Performance Assessment

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☐	☐
Classroom Summary	☐	☑	☑	☐	☐
Grade Summary	☐	☐	☑	☑	☑
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☑	☑	☑
State Summary	☐	☐	☑	☑	☑

SC Criterion-Referenced Tests - BSAP - High School Exit Examination

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☐	☐
Classroom Summary	☐	☑	☑	☑	☐
Grade Summary	☐	☑	☑	☑	☑
School Summary	☐	☐	☐	☐	☑
District Summary	☐	☐	☐	☑	☑
State Summary	☐	☐	☐	☑	☑

Question 3.6.3 According to state policy, at which of the following levels are assessment results summarized and who receives these results? Check all that apply.

State Component Intended Recipients of Reports

SC Criterion-Referenced Tests - PACT grades 3 - 8

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☐
Classroom Summary	☐	☑	☑	☑	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☐	☐	☐	☐	☐
District Summary	☐	☐	☑	☑	☑
State Summary	☐	☐	☑	☑	☑

Criterion-Referenced Tests - Readiness Test

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☐
Classroom Summary	☐	☑	☑	☑	☐
Grade Summary	☐	☐	☐	☐	☐
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☐	☑	☑
State Summary	☐	☐	☐	☐	☑

Norm-Referenced Testing - TerraNova sample testing

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☐	☐	☐	☐	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☐	☐	☐
School Summary	☐	☐	☐	☐	☐
District Summary	☐	☐	☐	☐	☐
State Summary	☐	☐	☐	☐	☑

SD Stanford Achievement Test, Ninth Edition

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☐
Classroom Summary	☐	☑	☑	☑	☐
Grade Summary	☐	☑	☑	☑	☐
School Summary	☐	☑	☑	☑	☐
District Summary	☐	☑	☑	☑	☐
State Summary	☐	☐	☐	☐	☐

Stanford Writing Assessment Program, Third Edition

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☐
Classroom Summary	☐	☑	☑	☑	☐
Grade Summary	☐	☑	☑	☑	☐
School Summary	☐	☑	☑	☑	☐
District Summary	☐	☑	☑	☑	☐
State Summary	☐	☑	☑	☑	☑

Question 3.6.3 According to state policy, at which of the following levels are assessment results summarized and who receives these results? Check all that apply.

State Component — Intended Recipients of Reports

TN Achievement Test (3-8)

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☐
Classroom Summary	☐	☑	☑	☑	☐
Grade Summary	☑	☑	☑	☑	☑
School Summary	☑	☑	☑	☑	☑
District Summary	☑	☑	☑	☑	☑
State Summary	☑	☑	☑	☑	☑

Competency Test

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☐	☑	☑	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☑	☑	☑	☑	☑
State Summary	☑	☑	☑	☑	☑

High School End of Course

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☐	☑	☑	☐
Classroom Summary	☐	☑	☑	☑	☐
Grade Summary	☑	☐	☑	☑	☑
School Summary	☑	☑	☑	☑	☑
District Summary	☑	☑	☑	☑	☑
State Summary	☐	☐	☑	☑	☑

TCAP Writing Assessment (4, 7, 11)

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☐	☑	☑	☐
Classroom Summary	☐	☑	☑	☐	☐
Grade Summary	☐	☐	☑	☑	☑
School Summary	☐	☐	☑	☑	☑
District Summary	☑	☑	☑	☑	☑
State Summary	☑	☑	☑	☑	☑

TX Reading Proficiency Tests in English (RPTE)

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☑	☑	☑	☑	☑
School Summary	☑	☑	☑	☑	☑
District Summary	☑	☑	☑	☑	☑
State Summary	☑	☑	☑	☑	☑

Question 3.6.3 According to state policy, at which of the following levels are assessment results summarized and who receives these results? Check all that apply.

State Component — Intended Recipients of Reports

TX Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests

Levels at which results are reported:	Parent	Teacher	School Bldg	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☑	☑	☑	☑	☑
School Summary	☑	☑	☑	☑	☐
District Summary	☑	☑	☑	☑	☐
State Summary	☑	☑	☑	☑	☑

UT Core Curriculum Testing (Perf. Assessment)

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☐	☐	☐
Classroom Summary	☑	☑	☐	☐	☐
Grade Summary	☐	☐	☐	☐	☐
School Summary	☐	☐	☐	☐	☐
District Summary	☐	☐	☐	☐	☐
State Summary	☐	☐	☐	☐	☐

Norm-Referenced Testing

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☐	☐	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☑	☑	☑	☑	☐
School Summary	☑	☑	☑	☑	☐
District Summary	☑	☑	☑	☑	☐
State Summary	☑	☑	☑	☑	☐

Utah Core Assessment CRT Program

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☐	☐
Classroom Summary	☐	☑	☑	☐	☐
Grade Summary	☐	☑	☑	☑	☐
School Summary	☐	☑	☑	☑	☐
District Summary	☐	☑	☑	☑	☐
State Summary	☐	☑	☑	☑	☑

VA Standards of Learning (SOL) Assessment Program

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☐	☑	☐
State Summary	☐	☐	☐	☐	☐

Question 3.6.3 According to state policy, at which of the following levels are assessment results summarized and who receives these results? Check all that apply.

State Component Intended Recipients of Reports

VA Virginia Literacy Testing Program

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☐
Classroom Summary	☐	☑	☑	☐	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☑	☑	☐
State Summary	☐	☐	☑	☑	☐

Virginia State Assessment NRT Program

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☑	☑	☐
State Summary	☐	☐	☐	☑	☐

VI Terra Nova Assessments Series

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☐	☐	☐
Classroom Summary	☐	☑	☑	☐	☐
Grade Summary	☐	☑	☑	☑	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☐	☑	☐
State Summary	☐	☐	☐	☐	☐

VT Standard's Referenced Exams (NSRE)

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☐	☐
Classroom Summary	☑	☑	☑	☑	☐
Grade Summary	☑	☑	☑	☑	☐
School Summary	☑	☑	☑	☑	☑
District Summary	☑	☑	☑	☑	☐
State Summary	☑	☑	☑	☑	☑

Vermont Developmental Reading Assessment

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☐	☐
Classroom Summary	☐	☑	☑	☑	☐
Grade Summary	☐	☑	☑	☑	☐
School Summary	☐	☑	☑	☑	☐
District Summary	☐	☑	☑	☑	☐
State Summary	☐	☑	☑	☑	☐

Question 3.6.3 According to state policy, at which of the following levels are assessment results summarized and who receives these results? Check all that apply.

State Component — Intended Recipients of Reports

WA Norm-Referenced Testing

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☐	☐
Classroom Summary	☐	☑	☑	☐	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☐	☑	☐
State Summary	☐	☐	☐	☑	☐

Second Grade Reading

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☐	☐	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☐	☐	☐
School Summary	☐	☐	☐	☐	☐
District Summary	☐	☐	☐	☐	☐
State Summary	☐	☐	☐	☐	☐

Washington Assessment of Student Learning

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☐	☐
Classroom Summary	☐	☑	☑	☐	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☐	☑	☐
State Summary	☐	☐	☐	☐	☑

WI Reading Comprehension

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☐
Classroom Summary	☐	☑	☑	☑	☐
Grade Summary	☑	☑	☑	☑	☑
School Summary	☐	☐	☐	☐	☑
District Summary	☑	☐	☑	☑	☑
State Summary	☑	☐	☑	☑	☑

Wisconsin Knowledge and Concepts of Examinations (WKCE)

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☑	☑	☑	☑	☐
School Summary	☑	☑	☑	☑	☑
District Summary	☑	☑	☑	☑	☑
State Summary	☑	☑	☑	☑	☑

Question 3.6.3 According to state policy, at which of the following levels are assessment results summarized and who receives these results? Check all that apply.

State Component Intended Recipients of Reports

WV ACT Explore

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☑
Classroom Summary	☐	☐	☑	☑	☑
Grade Summary	☐	☐	☑	☑	☑
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☐	☑	☑
State Summary	☐	☐	☐	☐	☑

ACT Work Keys

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☐	☐	☐	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☑	☑	☑	☐
School Summary	☐	☐	☑	☑	☐
District Summary	☐	☐	☑	☑	☑
State Summary	☐	☐	☐	☑	☑

National Assessment of Educational Progress

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☐	☐	☐	☐	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☐	☐	☐
School Summary	☐	☐	☐	☑	☑
District Summary	☐	☐	☐	☑	☑
State Summary	☐	☐	☐	☑	☑

Norm-referenced Test

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☐
Classroom Summary	☐	☑	☑	☑	☐
Grade Summary	☐	☑	☑	☑	☑
School Summary	☐	☑	☑	☑	☑
District Summary	☐	☑	☑	☑	☑
State Summary	☐	☐	☐	☑	☑

Writing Assessment

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☑	☐
Classroom Summary	☐	☑	☐	☐	☐
Grade Summary	☐	☐	☑	☑	☐
School Summary	☐	☐	☑	☑	☑
District Summary	☐	☐	☑	☑	☑
State Summary	☐	☐	☐	☑	☑

Question 3.6.3 According to state policy, at which of the following levels are assessment results summarized and who receives these results? Check all that apply.

State Component Intended Recipients of Reports

WY Carl Perkins Assessment

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☐	☐	☐	☐	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☐	☐	☐	☐	☐
School Summary	☐	☑	☑	☑	☐
District Summary	☐	☑	☑	☑	☐
State Summary	☐	☑	☑	☑	☐

Wyoming Comprehensive Assessment System

Levels at which results are reported:	Parent	Teacher	School Bldg.	School District	State (for reporting purposes)
Individual Student	☑	☑	☑	☐	☐
Classroom Summary	☐	☐	☐	☐	☐
Grade Summary	☑	☐	☑	☑	☑
School Summary	☑	☐	☑	☑	☑
District Summary	☑	☐	☑	☑	☑
State Summary	☑	☐	☑	☑	☑

Question 3.6.4 Is it state policy to report individual student results to parents in languages other than English? If yes, in what other languages do you report individual student results to parents?

State	Component	Yes	No	If yes,
AK	California Achievement Test, fifth edition	☐	☑	
	Norm-Referenced Testing	☐	☑	
AL	Alabama Direct Assessment of Writing	☐	☑	
	Alabama Early Learning Inventory	☐	☑	
	Alabama High School Graduation Exam, Third Edition	☐	☑	
	Alabama Reading Assessment: Grade 1	☐	☑	
	Alabama Reading Assessment: Grade 2	☐	☑	
	Stanford Achievement Test, 9th edition	☐	☑	
AR	Criterion-Referenced Testing	☐	☑	
	Norm-Referenced Testing	☐	☑	
AS	Stanford Achievement Test Ninth Edition	☐	☑	
AZ	CRT: Arizona's Instrument to Measure Standards (AIMS)	☑	☐	Spanish
	NRT: Stanford Achievement Test, Ninth Edition	☐	☑	
CA	Assessments in Career Education	☐	☑	
	CHSPE	☐	☐	
	GED	☐	☑	
	Golden State Exams	☐	☑	
	Physical Fitness Test	☐	☑	
	Standardized Testing and Reporting Program (STAR)	☐	☑	
CO	Reading, Writing, Mathematics, and Science	☑	☐	Spanish
CT	Connecticut Academic Performance Test (CAPT)	☐	☑	
	Connecticut Mastery Test (CMT)	☐	☑	
DC	Stanford Achievement Tests- Ninth Edition	☐	☑	
DE	Delaware Student Testing Program - Mathematics NRT	☐	☑	
	Delaware Student Testing Program - Reading NRT	☐	☑	
	Delaware Student Testing Program - Science 8 & 11	☐	☑	
	Delaware Student Testing Program - Social Studies 8 & 11	☐	☑	
	Delaware Student Testing Program - Standards-Based Mathematics	☐	☑	
	Delaware Student Testing Program - Standards-Based Reading	☐	☑	
	Delaware Student Testing Program - Standards-Based Writing	☐	☑	

Question 3.6.4 Is it state policy to report individual student results to parents in languages other than English? If yes, in what other languages do you report individual student results to parents?

State	Component	Yes	No	If yes,
DoDEA	CTB TerraNova Multiple Assessment	☐	☑	
FL	No Response to 1999-2000 Survey	☐	☐	
GA	Criterion-Referenced Competency Tests (CRCT)	☐	☑	
	Georgia High School Graduation Tests (GHSGT)	☐	☑	
	Georgia Kindergarten Assessment Program-Revised (GKAP-R)	☐	☑	
	Iowa Tests of Basic Skills	☐	☑	
	Writing Test	☐	☑	
GU	SAT9 Norm-Referenced Test	☐	☑	
HI	Stanford Achievement Test 9th Ed. Abbreviated	☐	☑	
IA	Standardized Testing ITBS and ITED	☐	☑	
ID	Math Assessment	☐	☑	
	Norm-Referenced Test	☐	☑	
	Writing Assessment	☐	☑	
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program	☐	☑	
IN	Statewide Assessment	☐	☑	
KS	Kansas Assessment Program	☐	☑	
KY	Alternate Portfolio	☐	☑	
	KCCT On-Demand	☐	☑	
	National Norm-Referenced Test	☐	☑	
	Writing Portfolio Assessment	☐	☑	
LA	Graduation Exit Examination (GEE)	☐	☑	
	LEAP 21 Grades 4, 8	☐	☑	
	The Iowa Tests, Complete Battery	☐	☑	
MA	Massachusetts Comprehensive Assessment System (MCAS)	☑	☐	Spanish, Portuguese, Cape Verdean, Haitian, Russian, Vietnamese, Simplified Chinese, Traditional Chinese, Cambodian
MD	High School Assessments	☐	☑	
	Maryland Functional Tests	☐	☑	
	Maryland School Performance Assessment Program (MSPAP)	☐	☑	
ME	Maine Educational Assessment	☐	☑	
MI	Grade 4 and 7 Reading and Mathematics	☐	☑	
	Grade 5 and 8 Science, Social Studies, and Writing	☐	☑	
	MEAP High School Test	☐	☑	

Question 3.6.4 Is it state policy to report individual student results to parents in languages other than English? If yes, in what other languages do you report individual student results to parents?

State	Component	Yes	No	If yes,
MN	Basic Standards Tests	☐	☑	
	Minnesota Comprehensive Assessments	☐	☑	
MO	MAP	☐	☑	
MP	Stanford Achievement Test, Ninth Edition	☐	☑	
MS	Career Planning and Assessment System	☐	☑	
	Functional Literacy Examination	☐	☑	
	Norm-Referenced Testing	☐	☑	
MT	Student Assessment Requirement	☐	☑	
NC	NC Annual Testing Program	☐	☑	
	NC Testing Program - Competency Testing	☐	☑	
	NC Tests of Computer Skills	☐	☑	
	Norm-Referenced Testing Program	☐	☑	
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☐	☑	
NE	No State Assessments 1999-2000	☑	☐	Spanish
NH	NH Educational Improvement and Assessment Program	☐	☑	
NJ	Elementary School Proficiency Assessment	☐	☑	
	Grade 11 High School Proficiency Test	☐	☑	
	Grade Eight Proficiency Assessment	☐	☑	
NM	NM Achievement Assessment	☑	☐	Spanish
	NM High School Competency Exam	☑	☐	Spanish
	NM Writing Assessment Program	☑	☐	Spanish
	Reading Assessments for Grades 1 and 2	☑	☐	Spanish
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	☐	☑	Spanish in some counties - District option
	High School Proficiency Examination	☐	☑	
	Norm-Referenced Testing at Grades 4, 8, and 10	☐	☑	Report in alternate language permitted at district discretion.
NY	New York State Testing Program	☐	☑	Translated State Report Cards are available.
	Occupational Education Proficiency Examinations	☐	☑	
	Program Evaluation Tests (PET)	☐	☑	
	Regents Competency Tests	☐	☑	
	Regents Examination Program	☐	☑	
	Second Language Proficiency Exams	☐	☑	
OH	12th-Grade Proficiency Testing	☐	☑	

Question 3.6.4 Is it state policy to report individual student results to parents in languages other than English? If yes, in what other languages do you report individual student results to parents?

State	Component	Yes	No	If yes,
OH	4th-Grade Proficiency Testing	☐	☑	
	6th-Grade Proficiency Testing	☐	☑	
	9th-Grade Proficiency Testing	☐	☑	
OK	Oklahoma Core Curriculum Tests - Multiple Choice	☐	☑	
	Oklahoma Core Curriculum Tests - Writing	☐	☑	
OR	Reading, Writing, Science, and Mathematics Assessment	☑	☐	At this time our reports for those students using the "side-by-side" versions of the assessment are in the "second" language.
PA	Reading, Mathematics	☐	☑	
PR	Pruebas Puertorriqueñas de Competencias Escolares	☑	☐	Spanish
RI	English Lang. Arts & Math Performance Assessment	☐	☑	
	Health Education Performance Assessment	☐	☑	
	Writing Performance Assessment	☐	☑	
SC	Criterion-Referenced Tests - BSAP - High School Exit Examination	☐	☑	
	Criterion-Referenced Tests - PACT grades 3 - 8	☐	☑	
	Criterion-Referenced Tests - Readiness Test	☐	☑	
	Norm-Referenced Testing - TerraNova sample testing	☐	☑	
SD	Stanford Achievement Test, Ninth Edition	☐	☑	
	Stanford Writing Assessment Program, Third Edition	☐	☑	
TN	Achievement Test (3-8)	☐	☑	
	Competency Test	☐	☑	
	High School End of Course	☐	☑	
	TCAP Writing Assessment (4, 7, 11)	☐	☑	
TX	Reading Proficiency Tests in English (RPTE)	☑	☐	Spanish
	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☑	☐	Spanish
UT	Core Curriculum Testing (Perf. Assessment)	☐	☑	
	Norm-Referenced Testing	☐	☑	
	Utah Core Assessment CRT Program	☐	☑	
VA	Standards of Learning (SOL) Assessment Program	☐	☑	
	Virginia Literacy Testing Program	☐	☑	
	Virginia State Assessment NRT Program	☐	☑	
VI	Terra Nova Assessments Series	☐	☑	

Question 3.6.4 Is it state policy to report individual student results to parents in languages other than English? If yes, in what other languages do you report individual student results to parents?

State	Component	Yes	No	If yes,
VT	Standard's Referenced Exams (NSRE)	☐	☑	
	Vermont Developmental Reading Assessment	☐	☑	
WA	Norm-Referenced Testing	☐	☑	
	Second Grade Reading	☐	☑	
	Washington Assessment of Student Learning	☐	☑	
WI	Reading Comprehension	☐	☑	
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	☐	☑	
WV	ACT Explore	☐	☑	
	ACT Work Keys	☐	☑	
	National Assessment of Educational Progress	☐	☑	
	Norm-referenced Test	☐	☑	
	Writing Assessment	☐	☑	
WY	Carl Perkins Assessment	☐	☐	
	Wyoming Comprehensive Assessment System	☑	☐	Spanish, if necessary.
	Totals by State	8	42	
	Totals by Jurisdiction	1	6	
	Total	9	48	

Question 3.6.5 How are the data produced by the assessments used in this component disaggregated for reporting, and who receives these reports? Check all that apply.

State	Component	Types of Disaggregation	Intended Recipients of Reports: Parent	School	District	SEA
AK	California Achievement Test, fifth edition	Gender	☐	☐	☐	☑
		Race	☐	☐	☐	☑
		Free/Reduced Lunch	☐	☐	☐	☑
		Title I Eligible	☐	☐	☐	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☑
		LEP Status	☐	☐	☐	☑
		Migrant Status	☐	☐	☐	☑
	Norm-Referenced Testing	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☑
		Title I Eligible	☐	☐	☐	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☑
		LEP Status	☐	☐	☐	☑
		Migrant Status	☐	☐	☐	☐
AL	Alabama Direct Assessment of Writing	Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☑
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
	Alabama Early Learning Inventory	Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☑
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
	Alabama High School Graduation Exam, Third Edition	Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☑
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
	Alabama Reading Assessment: Grade 1	Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☑
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐

Question 3.6.5 How are the data produced by the assessments used in this component disaggregated for reporting, and who receives these reports? Check all that apply.

State	Component	Types of Disaggregation	Intended Recipients of Reports			
			Parent	School	District	SEA
AL	Alabama Reading Assessment: Grade 2	Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☑
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
	Stanford Achievement Test, 9th edition	Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☑
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
AR	Criterion-Referenced Testing	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☑	☑	☑	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☑	☑	☑
	Norm-Referenced Testing	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☑	☑	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☐	☐	☐
AS	Stanford Achievement Test Ninth Edition	Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
AZ	CRT: Arizona's Instrument to Measure Standards (AIMS)	Gender	☐	☑	☑	☐
		Race	☐	☑	☑	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☑	☑	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☐
		LEP Status	☐	☑	☑	☐
		Migrant Status	☐	☑	☑	☐

Question 3.6.5 How are the data produced by the assessments used in this component disaggregated for reporting, and who receives these reports? Check all that apply.

State	Component	Types of Disaggregation	Intended Recipients of Reports			
			Parent	School	District	SEA
AZ	NRT: Stanford Achievement Test, Ninth Edition	Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☐
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
			Parent	School	District	SEA
CA	Assessments in Career Education	Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☐
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
			Parent	School	District	SEA
	CHSPE	Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☐
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
			Parent	School	District	SEA
	GED	Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☐
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
			Parent	School	District	SEA
	Golden State Exams	Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☐
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
			Parent	School	District	SEA
	Physical Fitness Test	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☐
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐

Question 3.6.5 How are the data produced by the assessments used in this component disaggregated for reporting, and who receives these reports? Check all that apply.

State	Component	Types of Disaggregation	Intended Recipients of Reports			
CA	Standardized Testing and Reporting Program (STAR)		Parent	School	District	SEA
		Gender	☑	☑	☑	☑
		Race	☑	☑	☑	☑
		Free/Reduced Lunch	☑	☑	☑	☑
		Title I Eligible	☑	☑	☑	☑
		Parent Education	☑	☑	☑	☑
		Students with IEP	☐	☐	☑	☑
		LEP Status	☑	☑	☑	☑
		Migrant Status	☑	☑	☑	☑
CO	Reading, Writing, Mathematics, and Science		Parent	School	District	SEA
		Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☑
		Title I Eligible	☐	☑	☑	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
CT	Connecticut Academic Performance Test (CAPT)		Parent	School	District	SEA
		Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☑	☑	☑
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☑	☑	☑
	Connecticut Mastery Test (CMT)		Parent	School	District	SEA
		Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☑	☑	☑
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☑	☑	☑
DC	Stanford Achievement Tests- Ninth Edition		Parent	School	District	SEA
		Gender	☑	☑	☑	☑
		Race	☑	☑	☑	☑
		Free/Reduced Lunch	☐	☐	☑	☑
		Title I Eligible	☐	☑	☑	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☑	☑	☑	☑
		LEP Status	☑	☑	☑	☑
		Migrant Status	☐	☐	☑	☑
DE	Delaware Student Testing Program - Mathematics NRT		Parent	School	District	SEA
		Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☑	☑	☑
		Title I Eligible	☐	☑	☑	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☑	☑	☑

Question 3.6.5 How are the data produced by the assessments used in this component disaggregated for reporting, and who receives these reports? Check all that apply.

State	Component	Types of Disaggregation	Intended Recipients of Reports			
			Parent	School	District	SEA
DE	Delaware Student Testing Program - Reading NRT	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☑	☑	☑
		Title I Eligible	☐	☑	☑	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☑	☑	☑
	Delaware Student Testing Program - Science 8 & 11	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☑	☑	☑
		Title I Eligible	☐	☑	☑	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☑	☑	☑
	Delaware Student Testing Program - Social Studies 8 & 11	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☑	☑	☑
		Title I Eligible	☐	☑	☑	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☑	☑	☑
	Delaware Student Testing Program - Standards-Based Mathematics	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☑	☑	☑
		Title I Eligible	☐	☑	☑	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☑	☑	☑
	Delaware Student Testing Program - Standards-Based Reading	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☑	☑	☑
		Title I Eligible	☐	☑	☑	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☑	☑	☑
	Delaware Student Testing Program - Standards-Based Writing	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☑	☑	☑
		Title I Eligible	☐	☑	☑	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☑	☑	☑

Question 3.6.5 How are the data produced by the assessments used in this component disaggregated for reporting, and who receives these reports? Check all that apply.

State	Component	Types of Disaggregation	Intended Recipients of Reports			
			Parent	School	District	SEA
DoDEA	CTB TerraNova Multiple Assessment	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☐
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
			Parent	School	District	SEA
FL	No Response to 1999-2000 Survey	Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☐
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
			Parent	School	District	SEA
GA	Criterion-Referenced Competency Tests (CRCT)	Gender	☐	☐	☑	☑
		Race	☐	☐	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☑	☑
		LEP Status	☐	☐	☑	☑
		Migrant Status	☐	☐	☐	☐
			Parent	School	District	SEA
	Georgia High School Graduation Tests (GHSGT)	Gender	☐	☐	☑	☑
		Race	☐	☐	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☑	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☑	☑
		LEP Status	☐	☐	☑	☑
		Migrant Status	☐	☐	☐	☐
			Parent	School	District	SEA
	Georgia Kindergarten Assessment Program-Revised (GKAP-R)	Gender	☐	☐	☐	☑
		Race	☐	☐	☐	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☑
		LEP Status	☐	☐	☐	☑
		Migrant Status	☐	☐	☐	☐
			Parent	School	District	SEA
	Iowa Tests of Basic Skills	Gender	☐	☐	☑	☐
		Race	☐	☐	☑	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☑	☐
		LEP Status	☐	☐	☑	☐
		Migrant Status	☐	☐	☐	☐

Question 3.6.5 How are the data produced by the assessments used in this component disaggregated for reporting, and who receives these reports? Check all that apply.

State	Component	Types of Disaggregation	Intended Recipients of Reports			
GA	Writing Test		Parent	School	District	SEA
		Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☑	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☐	☐	☐
GU	SAT9 Norm-Referenced Test		Parent	School	District	SEA
		Gender	☐	☐	☐	☑
		Race	☐	☐	☐	☑
		Free/Reduced Lunch	☐	☐	☐	☑
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☐	☐	☐
HI	Stanford Achievement Test 9th Ed. Abbreviated		Parent	School	District	SEA
		Gender	☐	☐	☐	☑
		Race	☐	☐	☐	☑
		Free/Reduced Lunch	☐	☐	☐	☑
		Title I Eligible	☐	☐	☐	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☑
		LEP Status	☐	☐	☐	☑
		Migrant Status	☐	☐	☐	☐
IA	Standardized Testing ITBS and ITED		Parent	School	District	SEA
		Gender	☑	☑	☑	☑
		Race	☑	☑	☑	☑
		Free/Reduced Lunch	☑	☑	☑	☑
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☑	☑	☑	☑
		LEP Status	☑	☑	☑	☑
		Migrant Status	☑	☑	☑	☑
ID	Math Assessment		Parent	School	District	SEA
		Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☑	☑	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☑	☑	☑
	Norm-Referenced Test		Parent	School	District	SEA
		Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☑	☑	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☑	☑	☑

Question 3.6.5 How are the data produced by the assessments used in this component disaggregated for reporting, and who receives these reports? Check all that apply.

State	Component	Types of Disaggregation	Intended Recipients of Reports			
ID	Writing Assessment		Parent	School	District	SEA
		Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☑	☑	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☑	☑	☑
IL	Illinois Standards Achievement Test and Illinois Goal Assessment Program		Parent	School	District	SEA
		Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☑	☑	☑	☑
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
IN	Statewide Assessment		Parent	School	District	SEA
		Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
KS	Kansas Assessment Program		Parent	School	District	SEA
		Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☑	☑	☑
		Title I Eligible	☐	☑	☑	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☐	☐	☐
KY	Alternate Portfolio		Parent	School	District	SEA
		Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☑	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☐
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
	KCCT On-Demand		Parent	School	District	SEA
		Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☑	☑	☑
		Title I Eligible	☐	☑	☑	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☑	☑	☑

Question 3.6.5 How are the data produced by the assessments used in this component disaggregated for reporting, and who receives these reports? Check all that apply.

State	Component	Types of Disaggregation	Intended Recipients of Reports			
			Parent	School	District	SEA
KY	National Norm-Referenced Test	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☑	☑	☑
		Title I Eligible	☐	☑	☑	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☑	☑	☑
	Writing Portfolio Assessment	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☑	☑	☑
		Title I Eligible	☐	☑	☑	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☑	☑	☑
LA	Graduation Exit Examination (GEE)	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☑	☑	☑
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☐
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
	LEAP 21 Grades 4, 8	Gender	☐	☑	☑	☐
		Race	☐	☑	☑	☐
		Free/Reduced Lunch	☐	☑	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☐
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
	The Iowa Tests, Complete Battery	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☑	☑	☑
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☐
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
MA	Massachusetts Comprehensive Assessment System (MCAS)	Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☐	☐	☐

Question 3.6.5 How are the data produced by the assessments used in this component disaggregated for reporting, and who receives these reports? Check all that apply.

State	Component	Types of Disaggregation	Intended Recipients of Reports			
			Parent	School	District	SEA
MD	High School Assessments	Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☐
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
			Parent	School	District	SEA
	Maryland Functional Tests	Gender	☑	☑	☑	☑
		Race	☑	☑	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☑	☑	☑	☑
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
			Parent	School	District	SEA
	Maryland School Performance Assessment Program (MSPAP)	Gender	☑	☑	☑	☑
		Race	☑	☑	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☑	☑	☑	☑
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
			Parent	School	District	SEA
ME	Maine Educational Assessment	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☑	☑	☑
		Title I Eligible	☐	☑	☑	☑
		Parent Education	☐	☑	☑	☑
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☑	☑	☑
			Parent	School	District	SEA
MI	Grade 4 and 7 Reading and Mathematics	Gender	☐	☑	☑	☐
		Race	☐	☑	☑	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☐
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
			Parent	School	District	SEA
	Grade 5 and 8 Science, Social Studies, and Writing	Gender	☐	☑	☑	☐
		Race	☐	☑	☑	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☐
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐

Question 3.6.5 How are the data produced by the assessments used in this component disaggregated for reporting, and who receives these reports? Check all that apply.

State	Component	Types of Disaggregation	Intended Recipients of Reports			
			Parent	School	District	SEA
MI	MEAP High School Test	Gender	☐	☑	☑	☐
		Race	☐	☑	☑	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☐
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
			Parent	School	District	SEA
MN	Basic Standards Tests	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☑	☑	☑
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☐	☐	☐
			Parent	School	District	SEA
	Minnesota Comprehensive Assessments	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☑	☑	☑
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☑	☑	☑
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
			Parent	School	District	SEA
MO	MAP	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☑	☑	☑
		Title I Eligible	☐	☐	☑	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☑	☑	☑
			Parent	School	District	SEA
MP	Stanford Achievement Test, Ninth Edition	Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☐
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
			Parent	School	District	SEA
MS	Career Planning and Assessment System	Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☐
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐

Question 3.6.5 How are the data produced by the assessments used in this component disaggregated for reporting, and who receives these reports? Check all that apply.

State	Component	Types of Disaggregation	Intended Recipients of Reports			
			Parent	School	District	SEA
MS	Functional Literacy Examination	Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☐
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
	Norm-Referenced Testing	Gender	☐	☐	☐	☑
		Race	☐	☐	☐	☑
		Free/Reduced Lunch	☐	☐	☐	☑
		Title I Eligible	☐	☐	☐	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☐	☐	☑
		Migrant Status	☐	☐	☐	☑
MT	Student Assessment Requirement	Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☐	☑
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
NC	NC Annual Testing Program	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☑	☑	☑
		Title I Eligible	☐	☑	☑	☑
		Parent Education	☐	☑	☑	☑
		Students with IEP	☑	☑	☑	☑
		LEP Status	☑	☑	☑	☑
		Migrant Status	☑	☑	☑	☑
	NC Testing Program - Competency Testing	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
	NC Tests of Computer Skills	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☑	☑	☑
		Title I Eligible	☐	☑	☑	☑
		Parent Education	☐	☑	☑	☑
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☑	☑	☑

Question 3.6.5 **How are the data produced by the assessments used in this component disaggregated for reporting, and who receives these reports? Check all that apply.**

State	Component	Types of Disaggregation	Intended Recipients of Reports			
			Parent	School	District	SEA
NC	Norm-Referenced Testing Program	Gender	☐	☐	☐	☑
		Race	☐	☐	☐	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☑
		Students with IEP	☐	☐	☐	☑
		LEP Status	☐	☐	☐	☑
		Migrant Status	☐	☐	☐	☐
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	Gender	☑	☑	☑	☑
		Race	☑	☑	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☑	☑	☑	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☑	☑	☑	☑
		LEP Status	☑	☑	☑	☑
		Migrant Status	☐	☐	☐	☐
NE	No State Assessments 1999-2000	Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☐
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
NH	NH Educational Improvement and Assessment Program	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☑	☑	☑
		Title I Eligible	☐	☑	☑	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☑	☑	☑
NJ	Elementary School Proficiency Assessment	Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☐	☐	☐
	Grade 11 High School Proficiency Test	Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☐	☐	☐

Question 3.6.5 How are the data produced by the assessments used in this component disaggregated for reporting, and who receives these reports? Check all that apply.

State	Component	Types of Disaggregation	Parent	School	District	SEA
NJ	Grade Eight Proficiency Assessment	Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☐	☐	☐
NM	NM Achievement Assessment	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☑	☑	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☐	☐	☐
	NM High School Competency Exam	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☑	☑	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☐	☐	☐
	NM Writing Assessment Program	Gender	☐	☐	☑	☑
		Race	☐	☐	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☑	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☑	☑
		LEP Status	☐	☐	☑	☑
		Migrant Status	☐	☐	☐	☐
	Reading Assessments for Grades 1 and 2	Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☐
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
NV	Direct Writing Assessment at Grades 4 and 8 and the High School Proficiency Examination at Grades 11/12 and Adult	Gender	☐	☐	☑	☑
		Race	☐	☐	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☑	☑
		LEP Status	☐	☐	☑	☑
		Migrant Status	☐	☐	☐	☐

Question 3.6.5 How are the data produced by the assessments used in this component disaggregated for reporting, and who receives these reports? Check all that apply.

State Component Types of Disaggregation Intended Recipients of Reports

NV High School Proficiency Examination

	Parent	School	District	SEA
Gender	☑	☑	☑	☑
Race	☑	☑	☑	☑
Free/Reduced Lunch	☐	☐	☑	☑
Title I Eligible	☐	☐	☑	☑
Parent Education	☐	☐	☐	☐
Students with IEP	☑	☑	☑	☑
LEP Status	☑	☑	☑	☑
Migrant Status	☐	☐	☑	☑

Norm-Referenced Testing at Grades 4, 8, and 10

	Parent	School	District	SEA
Gender	☐	☐	☑	☑
Race	☐	☐	☑	☑
Free/Reduced Lunch	☐	☐	☑	☑
Title I Eligible	☐	☐	☑	☑
Parent Education	☐	☐	☐	☐
Students with IEP	☐	☐	☑	☑
LEP Status	☐	☐	☑	☑
Migrant Status	☐	☐	☑	☑

NY New York State Testing Program

	Parent	School	District	SEA
Gender	☐	☐	☐	☑
Race	☐	☐	☐	☑
Free/Reduced Lunch	☐	☐	☐	☑
Title I Eligible	☐	☐	☐	☑
Parent Education	☐	☐	☐	☐
Students with IEP	☐	☑	☑	☑
LEP Status	☐	☑	☑	☑
Migrant Status	☐	☐	☐	☑

Occupational Education Proficiency Examinations

	Parent	School	District	SEA
Gender	☐	☐	☐	☑
Race	☐	☐	☐	☐
Free/Reduced Lunch	☐	☐	☐	☐
Title I Eligible	☐	☐	☐	☐
Parent Education	☐	☐	☐	☐
Students with IEP	☐	☑	☑	☑
LEP Status	☐	☐	☐	☐
Migrant Status	☐	☐	☐	☐

Program Evaluation Tests (PET)

	Parent	School	District	SEA
Gender	☐	☐	☐	☑
Race	☐	☐	☐	☐
Free/Reduced Lunch	☐	☐	☐	☐
Title I Eligible	☐	☐	☐	☐
Parent Education	☐	☐	☐	☐
Students with IEP	☐	☐	☑	☑
LEP Status	☐	☐	☐	☐
Migrant Status	☐	☐	☐	☐

Regents Competency Tests

	Parent	School	District	SEA
Gender	☐	☐	☐	☑
Race	☐	☐	☐	☐
Free/Reduced Lunch	☐	☐	☐	☐
Title I Eligible	☐	☐	☐	☑
Parent Education	☐	☐	☐	☐
Students with IEP	☐	☐	☑	☑
LEP Status	☐	☐	☐	☐
Migrant Status	☐	☐	☐	☐

Question 3.6.5 How are the data produced by the assessments used in this component disaggregated for reporting, and who receives these reports? Check all that apply.

State	Component	Types of Disaggregation	Intended Recipients of Reports			
			Parent	School	District	SEA
NY	Regents Examination Program	Gender	☐	☐	☐	☑
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
			Parent	School	District	SEA
	Second Language Proficiency Exams	Gender	☐	☐	☐	☑
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☑	☑
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
			Parent	School	District	SEA
OH	12th-Grade Proficiency Testing	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
			Parent	School	District	SEA
	4th-Grade Proficiency Testing	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☐	☐	☐
			Parent	School	District	SEA
	6th-Grade Proficiency Testing	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☐	☐	☐
			Parent	School	District	SEA
	9th-Grade Proficiency Testing	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐

Question 3.6.5 How are the data produced by the assessments used in this component disaggregated for reporting, and who receives these reports? Check all that apply.

State	Component	Types of Disaggregation	Intended Recipients of Reports			
			Parent	School	District	SEA
OK	Oklahoma Core Curriculum Tests - Multiple Choice	Gender	☐	☐	☐	☑
		Race	☐	☐	☐	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☐
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
	Oklahoma Core Curriculum Tests - Writing	Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☐
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
OR	Reading, Writing, Science, and Mathematics Assessment	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☐
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☑	☑	☑
PA	Reading, Mathematics	Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☑	☑	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☑	☑	☑
PR	Pruebas Puertorriqueñas de Competencias Escolares	Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☑
		Title I Eligible	☐	☑	☐	☐
		Parent Education	☐	☐	☐	☑
		Students with IEP	☐	☐	☐	☐
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☑
RI	English Lang. Arts & Math Performance Assessment	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☑	☑	☑
		Title I Eligible	☐	☑	☑	☑
		Parent Education	☐	☑	☑	☑
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☐	☐	☐

Question 3.6.5 How are the data produced by the assessments used in this component disaggregated for reporting, and who receives these reports? Check all that apply.

State	Component	Types of Disaggregation	Intended Recipients of Reports			
			Parent	School	District	SEA
RI	Health Education Performance Assessment	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☑	☑	☑
		Title I Eligible	☐	☑	☑	☑
		Parent Education	☐	☑	☑	☑
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☐	☐	☐
	Writing Performance Assessment	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☑	☑	☑
		Title I Eligible	☐	☑	☑	☑
		Parent Education	☐	☑	☑	☑
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☐	☐	☐
SC	Criterion-Referenced Tests - BSAP - High School Exit Examination	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☑	☑	☑
		Title I Eligible	☐	☑	☑	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☐	☐	☐
	Criterion-Referenced Tests - PACT grades 3 - 8	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☑	☑	☑
		Title I Eligible	☐	☑	☑	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☐	☐	☐
	Criterion-Referenced Tests - Readiness Test	Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☐
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
	Norm-Referenced Testing - TerraNova sample testing	Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☐
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐

Question 3.6.5 How are the data produced by the assessments used in this component disaggregated for reporting, and who receives these reports? Check all that apply.

State	Component	Types of Disaggregation	Intended Recipients of Reports			
			Parent	School	District	SEA
SD	Stanford Achievement Test, Ninth Edition	Gender	☐	☐	☑	☑
		Race	☐	☐	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☐
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
	Stanford Writing Assessment Program, Third Edition	Gender	☐	☐	☐	☑
		Race	☐	☐	☐	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☑
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
TN	Achievement Test (3-8)	Gender	☐	☐	☑	☑
		Race	☐	☐	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☑
		Title I Eligible	☐	☑	☑	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☑	☑	☑
	Competency Test	Gender	☐	☑	☑	☑
		Race	☐	☐	☐	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
	High School End of Course	Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☐
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
	TCAP Writing Assessment (4, 7, 11)	Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐

Question 3.6.5 How are the data produced by the assessments used in this component disaggregated for reporting, and who receives these reports? Check all that apply.

State	Component	Types of Disaggregation	Intended Recipients of Reports: Parent	School	District	SEA
TX	Reading Proficiency Tests in English (RPTE)	Gender	☑	☑	☑	☑
		Race	☑	☑	☑	☑
		Free/Reduced Lunch	☑	☑	☑	☑
		Title I Eligible	☑	☑	☑	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☑	☑	☑	☑
		LEP Status	☑	☑	☑	☑
		Migrant Status	☑	☑	☑	☑
	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	Gender	☑	☑	☑	☑
		Race	☑	☑	☑	☑
		Free/Reduced Lunch	☑	☑	☑	☑
		Title I Eligible	☑	☑	☑	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☑	☑	☑	☑
		LEP Status	☑	☑	☑	☑
		Migrant Status	☑	☑	☑	☑
UT	Core Curriculum Testing (Perf. Assessment)	Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☐
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
	Norm-Referenced Testing	Gender	☐	☐	☑	☑
		Race	☐	☐	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☑	☑
		LEP Status	☐	☐	☑	☑
		Migrant Status	☐	☐	☑	☑
	Utah Core Assessment CRT Program	Gender	☐	☐	☐	☑
		Race	☐	☐	☐	☑
		Free/Reduced Lunch	☐	☐	☐	☑
		Title I Eligible	☐	☐	☐	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☑
		LEP Status	☐	☐	☐	☑
		Migrant Status	☐	☐	☐	☑
VA	Standards of Learning (SOL) Assessment Program	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☐	☐	☐

Question 3.6.5 How are the data produced by the assessments used in this component disaggregated for reporting, and who receives these reports? Check all that apply.

State	Component	Types of Disaggregation	Intended Recipients of Reports			
			Parent	School	District	SEA
VA	Virginia Literacy Testing Program	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☐	☐	☐
			Parent	School	District	SEA
	Virginia State Assessment NRT Program	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☐	☐	☐
			Parent	School	District	SEA
VI	Terra Nova Assessments Series	Gender	☑	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☑	☑	☑
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☐
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
			Parent	School	District	SEA
VT	Standard's Referenced Exams (NSRE)	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☑
		Title I Eligible	☐	☐	☑	☑
		Parent Education	☐	☐	☐	☑
		Students with IEP	☐	☐	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☐	☐	☐
			Parent	School	District	SEA
	Vermont Developmental Reading Assessment	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☑	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☐	☐	☐
			Parent	School	District	SEA
WA	Norm-Referenced Testing	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☑	☑	☑
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☑	☑	☑

Question 3.6.5 **How are the data produced by the assessments used in this component disaggregated for reporting, and who receives these reports? Check all that apply.**

State	Component	Types of Disaggregation	Intended Recipients of Reports			
			Parent	School	District	SEA
WA	Second Grade Reading	Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☐
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
			Parent	School	District	SEA
	Washington Assessment of Student Learning	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☑
		Title I Eligible	☐	☐	☐	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☑
		LEP Status	☐	☐	☐	☑
		Migrant Status	☐	☐	☐	☑
			Parent	School	District	SEA
WI	Reading Comprehension	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☑	☑	☑
		Title I Eligible	☐	☑	☑	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☑	☑	☑
			Parent	School	District	SEA
	Wisconsin Knowledge and Concepts of Examinations (WKCE)	Gender	☑	☑	☑	☑
		Race	☑	☑	☑	☑
		Free/Reduced Lunch	☑	☑	☑	☑
		Title I Eligible	☐	☑	☑	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☑	☑	☑	☑
		LEP Status	☑	☑	☑	☑
		Migrant Status	☑	☑	☑	☑
			Parent	School	District	SEA
WV	ACT Explore	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☐	☐	☐
			Parent	School	District	SEA
	ACT Work Keys	Gender	☐	☐	☑	☑
		Race	☐	☐	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☑	☑
		LEP Status	☐	☐	☑	☑
		Migrant Status	☐	☐	☑	☑

Question 3.6.5 How are the data produced by the assessments used in this component disaggregated for reporting, and who receives these reports? Check all that apply.

State	Component	Types of Disaggregation	Parent	School	District	SEA
WV	National Assessment of Educational Progress	Gender	☐	☐	☑	☑
		Race	☐	☐	☑	☑
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☑	☑
		LEP Status	☐	☐	☑	☑
		Migrant Status	☐	☐	☑	☑
	Norm-referenced Test	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☑	☑	☑
		Title I Eligible	☐	☑	☑	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☑	☑	☑
	Writing Assessment	Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☐
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
WY	Carl Perkins Assessment	Gender	☐	☐	☐	☐
		Race	☐	☐	☐	☐
		Free/Reduced Lunch	☐	☐	☐	☐
		Title I Eligible	☐	☐	☐	☐
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☐	☐	☐
		LEP Status	☐	☐	☐	☐
		Migrant Status	☐	☐	☐	☐
	Wyoming Comprehensive Assessment System	Gender	☐	☑	☑	☑
		Race	☐	☑	☑	☑
		Free/Reduced Lunch	☐	☑	☑	☑
		Title I Eligible	☐	☑	☑	☑
		Parent Education	☐	☐	☐	☐
		Students with IEP	☐	☑	☑	☑
		LEP Status	☐	☑	☑	☑
		Migrant Status	☐	☑	☑	☑

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